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ABSTRACT

Knowledge objectives, skill and process objectives, and affective objectives are given for teaching K-12 social studies. Knowledge objectives are provided that help students to function rationally and humanely through a reservoir of data, ideas, concepts, generalizations, and theories in combination with thinking, valuing, and social participation. The skill and process objectives include intellectual skills, data processing, and human-relations competencies and provide students the means to achieve the knowledge objectives. Affective objectives refer to free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students, which can be practiced in the school and in social studies classrooms. This guide is arranged in three parts: elementary (grades K-6), junior high (7-9), and senior high (10-12). Sections of the guide are presented as charts with concepts for each grade level listed across from the objectives. A teacher can select an objective and then find the appropriate concept to teach in his grade level for achieving that objective. Although developed by the Minneapolis Public Schools, this guide is applicable to all teachers of K-12 social studies. (Author/ND)

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SOCIAL STUDIES INSTRUCTIONAL OBJECTIVES K-12

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Special School District No. 1
MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA

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*Adapted from the Social Studies Curriculum Guidelines of the National Council for the Social Studies 1971

**Adapted from the Minnesota State Social Studies Assessment Task Force, 1974.

Goals of The Minneapolis Public Schools

Education is a continuing process in which the responsibility is shared by students, parents and guardians, schools, and society. This statement of goals of the educational program is designed to provide direction for educational planning and the development of specific goals.

The goals, while interrelated and describing a total educational program, are listed in three categories to illustrate major relationships between the student and the program. The goals are not listed in order of importance, since this will vary with the needs of individual students.

RELATION TO THE WORLD OF KNOWLEDGE

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student will be provided with opportunities to .....

Develop a desire for learning.
Develop competencies in reading, other communication skills, computational skills, and study skills.
Develop and apply generalizations that emerge from the study of single and/or interrelated disciplines.
Develop an inquiry or problem solving approach to learning.
Become aware of educational and career opportunities; develop habits, attitudes, and skills that contribute to occupational satisfaction.

RELATION TO THE WORLD OF SELF

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student will be provided with opportunities to .....

Develop positive feelings about self and the relationship to family and others.
Develop special talents and creative abilities.
Develop habits, attitudes and understandings necessary to maintain good physical and mental health.
Develop an appreciation of the aesthetic aspects of life.
Develop skills in making value judgments and in using these judgments in decision making.

RELATION TO SOCIETY

IN THE MINNEAPOLIS PUBLIC SCHOOLS, the student shall be provided with opportunities to .....

Develop the ability to live and work cooperatively with others of varying life styles, socio-economic backgrounds, ethnic/racial compositions, religious persuasions, and talents.
Acquire the understandings necessary to contribute to a better environment.
Develop the skills, knowledges, and attitudes necessary to assume a responsible role in our democratic society.
Understand the critical and evolving need for international cooperation.

Rationale

A BASIC RATIONALE
FOR SOCIAL STUDIES EDUCATION

Social Studies education has a two-fold purpose: enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end. Although this dual purpose is shared with other curricular areas, it clearly directs the particular purposes and the guidelines for social studies education.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. In American culture, human dignity has long included ideas such as due process of law, social and economic justice, democratic decision-making, free speech, religious freedom, self-respect and group identity.

Rational processes refer to any systematic intellectual efforts to generate, validate, or apply knowledge. They subsume both the logical and empirical modes. Rationality denotes a critical and questioning approach to knowledge, but also implies a need for discovering, proposing, and creating.

But without action, neither knowledge nor rational processes are of much consequence. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition.

As knowledge without action is impotent, so action without knowledge is reprehensible. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly and erratically but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

Knowledge Objectives K–12

Knowledge about the real world and knowledge about the worthiness of personal and social judgments are basic objectives of social studies instruction. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate human survival and progress, while at the same time demonstrating that the means of persuasion to this point of view are quite as important as the ends.

The broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

Skill and Process Objectives K–12

Skills and processes provide the means of achieving objectives, and those who are able and skillful reach their objectives efficiently. Included in the skill and processes concept are intellectual skills, data processing, and human relations competencies.

Skills and processes are not developed as a result of accumulating information, isolated drill sessions, or exhortations. Instead, these proficiencies are systematically planned for by curriculum workers and teachers. Equally important, however, is the recognition of skills as the critical bond between knowledge, valuing and social participation.

Affective Objectives K–12

Social studies education neither can nor should evade questions of value. Social studies education should avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of basic cultural values.

The school can help the students recognize that among people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can provide opportunities for free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students. Moreover, the school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms.

KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

K (1)

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and date.

A. Acquires knowledge about social organizations.

1. Identifies some groups that human beings form (e.g., family, peer, community, national and international) and indicates some reasons why these groups form.

FAMILY GROUP ←→

FAMILY VARIATIONS

PEER GROUP

CULTURE GROUP ←

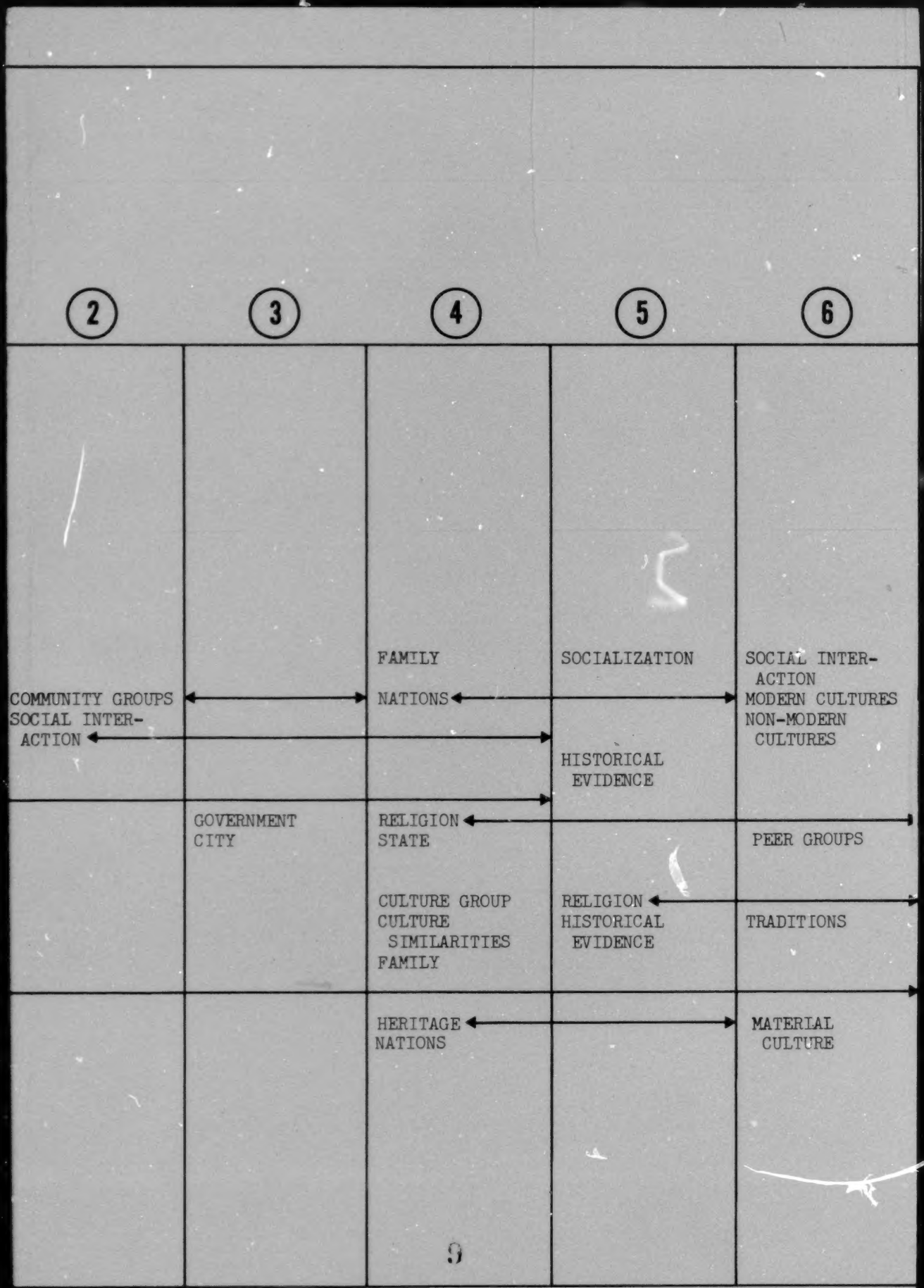
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).

GROUP
NEIGHBORHOOD
VALUES

WORK GROUPS IN VARIOUS SOCIETIES

CAREERS
VALUES

8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6
COMMUNITY GROUPS
SOCIAL INTER-
ACTION
FAMILY
NATIONS
SOCIALIZATION
SOCIAL INTER-
ACTION
MODERN CULTURES
NON-MODERN
CULTURES
HISTORICAL
EVIDENCE
GOVERNMENT
CITY
RELIGION
STATE
PEER GROUPS
CULTURE GROUP
CULTURE
SIMILARITIES
FAMILY
RELIGION
HISTORICAL
EVIDENCE
TRADITIONS
HERITAGE
NATIONS
MATERIAL
CULTURE

KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

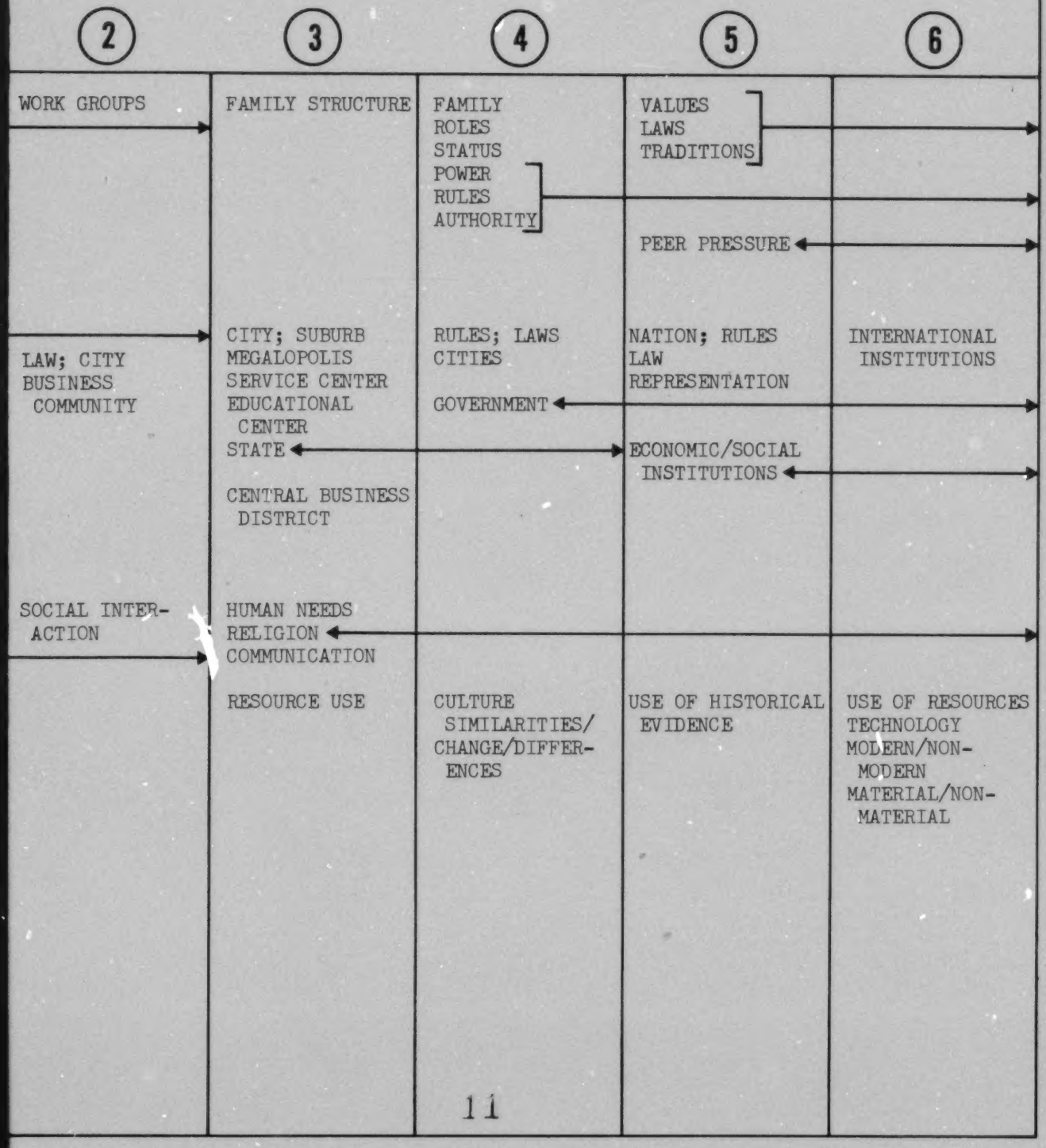
continued

K

1

3. Describes some of the functions of family and peer groups in our society.	FAMILY GROUP	FAMILY LIFE COMMUNITY ←
4. Gives examples of some basic institutions in the community (e.g., educational-schools, legal-law enforcement agencies, financial-banks, health care-hospitals, business-stores and factories) and describes some of the functions of the institutions.	SCHOOL ← GROUP RULES	
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes these "cultural universals" in different forms in different cultures.	NEEDS/WANTS FOOD; SHELTER PROTECTION EDUCATION; SELF FAMILY; GROUP	
B. Acquires knowledge about the relationships between human beings and social environments, understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.		

10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6
WORK GROUPS
FAMILY STRUCTURE
FAMILY
ROLES
STATUS
POWER
RULES
AUTHORITY
VALUES
LAWS
TRADITIONS
PEER PRESSURE
LAW; CITY
BUSINESS
COMMUNITY
CITY; SUBURB
MEGALOPOLIS
SERVICE CENTER
EDUCATIONAL
CENTER
STATE
CENTRAL BUSINESS
DISTRICT
RULES; LAWS
CITIES
GOVERNMENT
NATION; RULES
LAW
REPRESENTATION
ECONOMIC/SOCIAL
INSTITUTIONS
INTERNATIONAL
INSTITUTIONS
SOCIAL INTER-
ACTION
HUMAN NEEDS
RELIGION
COMMUNICATION
RESOURCE USE
CULTURE
SIMILARITIES/
CHANGE/DIFFER-
ENCES
USE OF HISTORICAL
EVIDENCE
USE OF RESOURCES
TECHNOLOGY
MODERN/NON-
MODERN
MATERIAL/NON-
MATERIAL

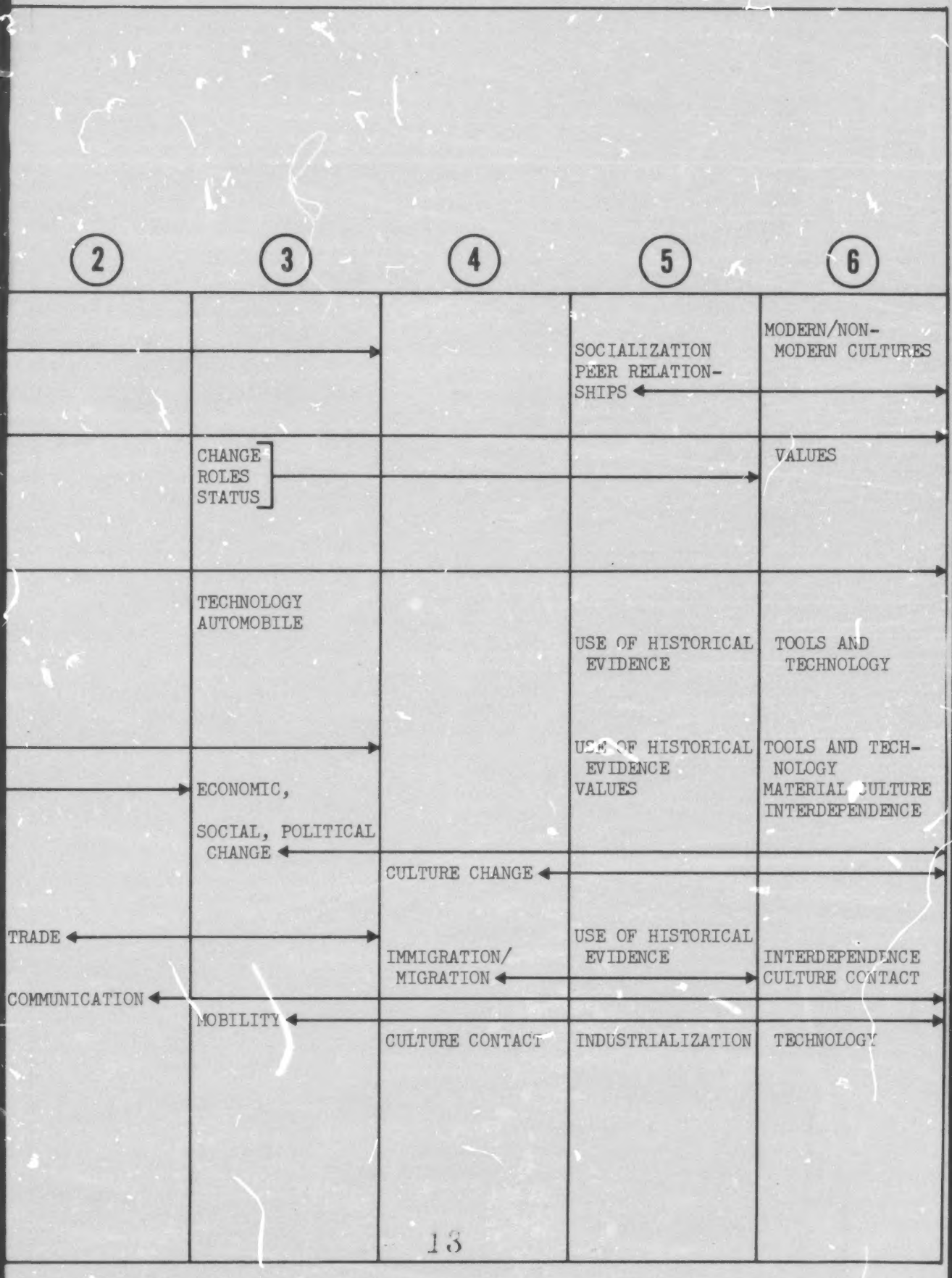
KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

continued

	K	(1)
1. Identifies some influences family and peer groups have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions such as education).	SELF; FAMILY GROUP; SCHOOL RULES; VALUES	PEER INTERACTION LANGUAGE ←
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.	LEADER CHANGE GROUP	TOOLS
3. Identifies ideas and inventions that have changed the ways people live (including one's own life) and describes these changes.	TIME ← CHANGE ←	
4. Describes some ways, ideas, customs, and inventions that have been transmitted and spread from one people to another.	LANGUAGE ←	INTERACTION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6
SOCIALIZATION PEER RELATION-SHIPS
MODERN/NON-MODERN CULTURES
CHANGE ROLES STATUS
VALUES
TECHNOLOGY AUTOMOBILE
USE OF HISTORICAL EVIDENCE
TOOLS AND TECHNOLOGY
USE OF HISTORICAL EVIDENCE VALUES
TOOLS AND TECH-NOLOGY MATERIAL CULTURE INTERDEPENDENCE
ECONOMIC, SOCIAL, POLITICAL CHANGE
CULTURE CHANGE
TRADE
USE OF HISTORICAL EVIDENCE
IMMIGRATION/ MIGRATION
INTERDEPENDENCE CULTURE CONTACT
COMMUNICATION
MOBILITY
CULTURE CONTACT
INDUSTRIALIZATION
TECHNOLOGY

KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

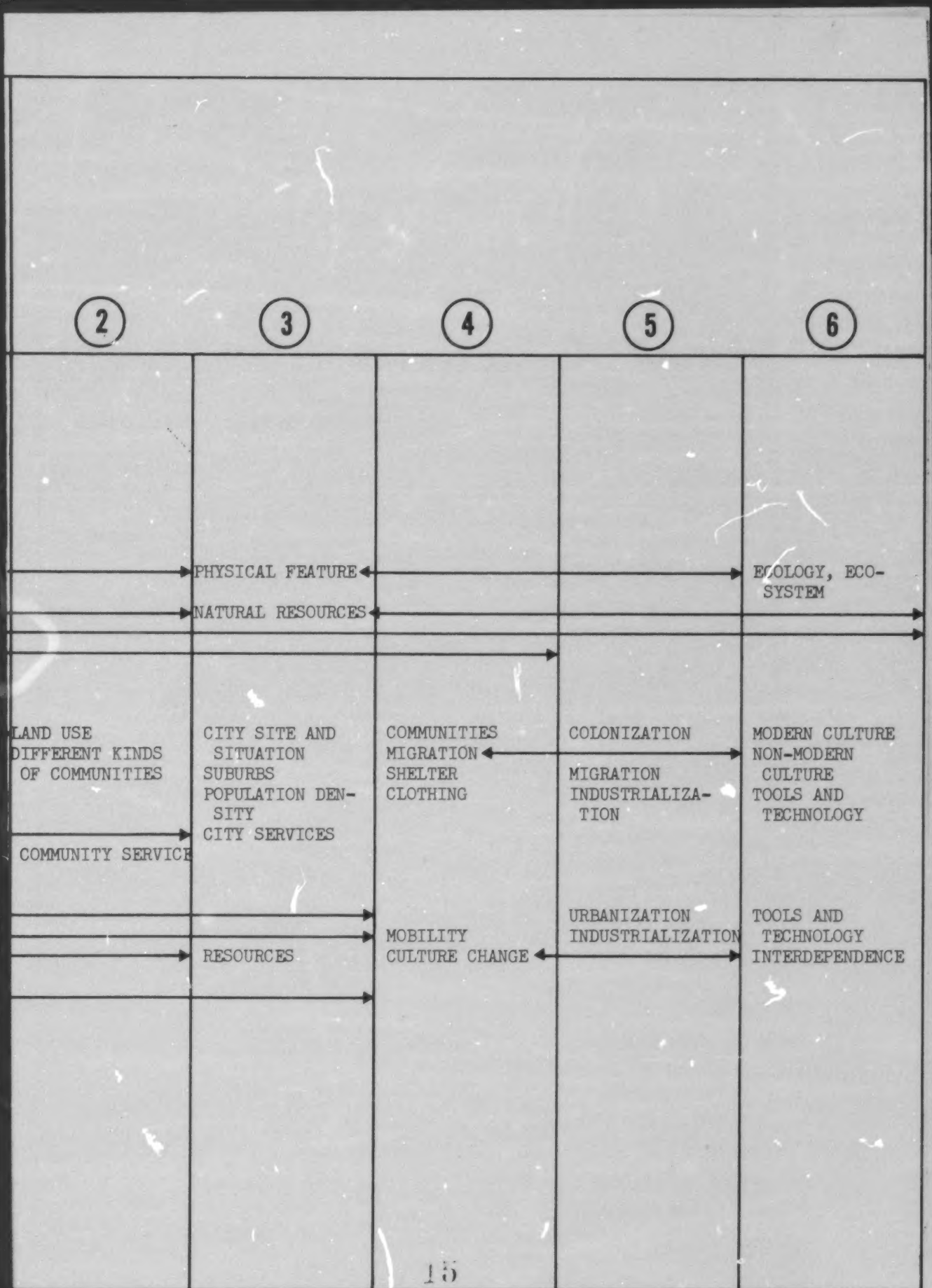
continued

K

1

C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.		
1. Identifies the major features of the physical environment.	SEASONS TIME MAPS/GLOBES	CLIMATE EARTH
2. Describes some ways human beings have adapted to or modified their physical environment and identifies some reasons for these changes.	CHANGE; TIME SELF SHELTER, CLOTHING	
3. Identifies some positive and negative influences of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.	CHANGE TIME LANGUAGE CONSERVATION POLLUTION	SPECIALIZATION TOOLS

14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6
PHYSICAL FEATURE
NATURAL RESOURCES
ECOLOGY, ECO-SYSTEM
LAND USE
DIFFERENT KINDS OF COMMUNITIES
CITY SITE AND SITUATION
SUBURBS
POPULATION DEN-SITY
CITY SERVICES
COMMUNITIES
MIGRATION
SHELTER
CLOTHING
COLONIZATION
MIGRATION
INDUSTRIALIZA-TION
MODERN CULTURE
NON-MODERN CULTURE
TOOLS AND TECHNOLOGY
COMMUNITY SERVICE
RESOURCES
MOBILITY
CULTURE CHANGE
URBANIZATION
INDUSTRIALIZATION
TOOLS AND TECHNOLOGY
INTERDEPENDENCE

KNOWLEDGE OBJECTIVES

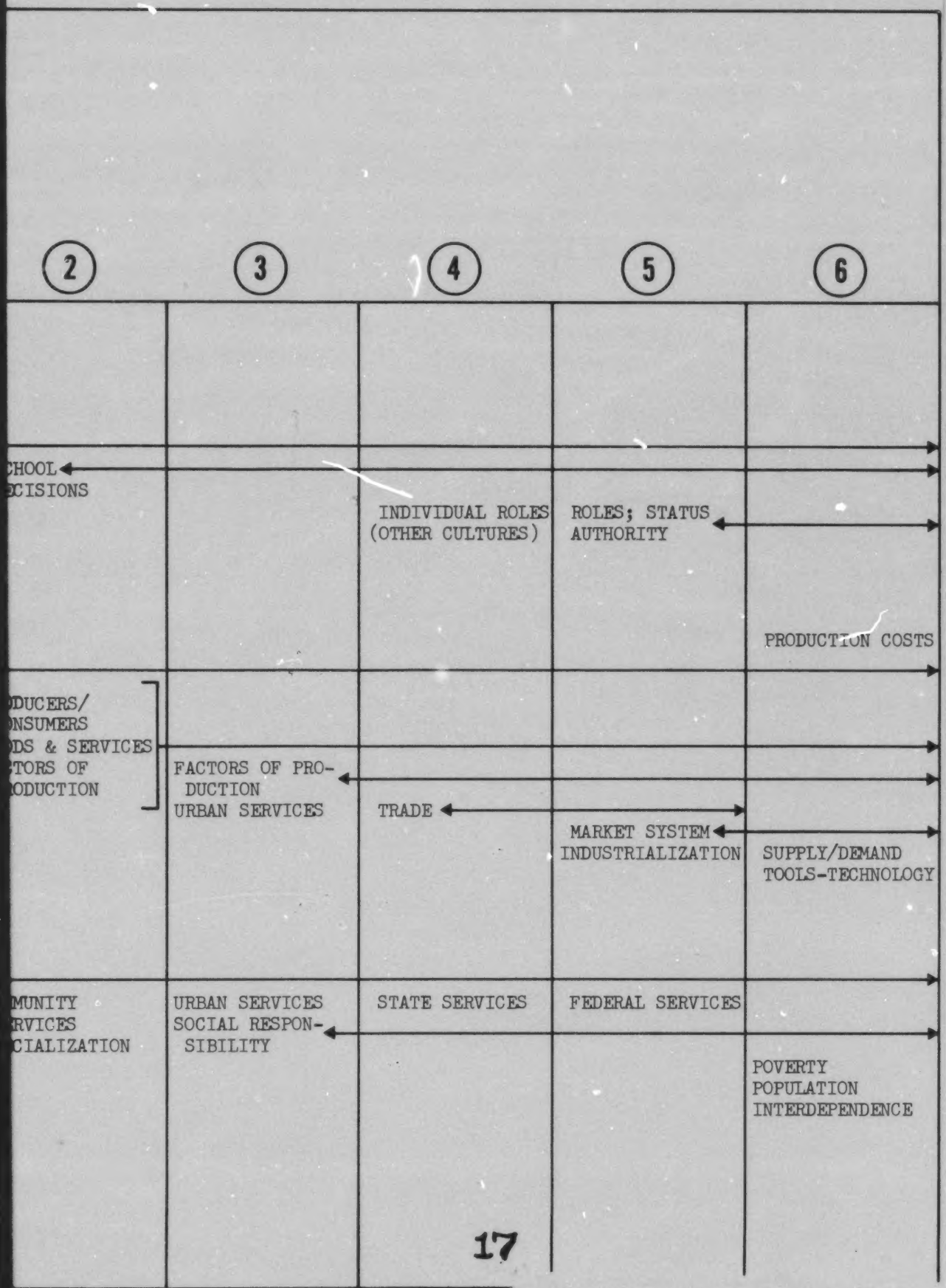
K-6

CONCEPTS

continued

K (1)

D. Acquires knowledge about decision-making processes.			
1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these decisions; describes how these decisions have affected individual behavior.	SELF; GROUP CHANGE; RULES PEER/FAMILY DECISIONS		S D
2. Identifies decisions made about the production and distribution of goods in a community and suggests some reasons for these decisions.	WANTS/NEEDS WORK		PR C GO FA P
3. Identifies some decisions made about services in the community (e.g., protection, health care, transportation) and identifies some reasons for these decisions.	NEEDS/WANTS CHANGE WORK		GO S SP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CHOOL
CCISIONS
INDIVIDUAL ROLES
(OTHER CULTURES)
ROLES; STATUS
AUTHORITY
PRODUCTION COSTS
DUCERS/
NSUMERS
DS & SERVICES
TORS OF
ODUCTION
FACTORS OF PRO-
DUCTION
URBAN SERVICES
TRADE
MARKET SYSTEM
INDUSTRIALIZATION
SUPPLY/DEMAND
TOOLS-TECHNOLOGY
MUNITY
RVICES
CIALIZATION
URBAN SERVICES
SOCIAL RESPON-
SIBILITY
STATE SERVICES
FEDERAL SERVICES
POVERTY
POPULATION
INTERDEPENDENCE

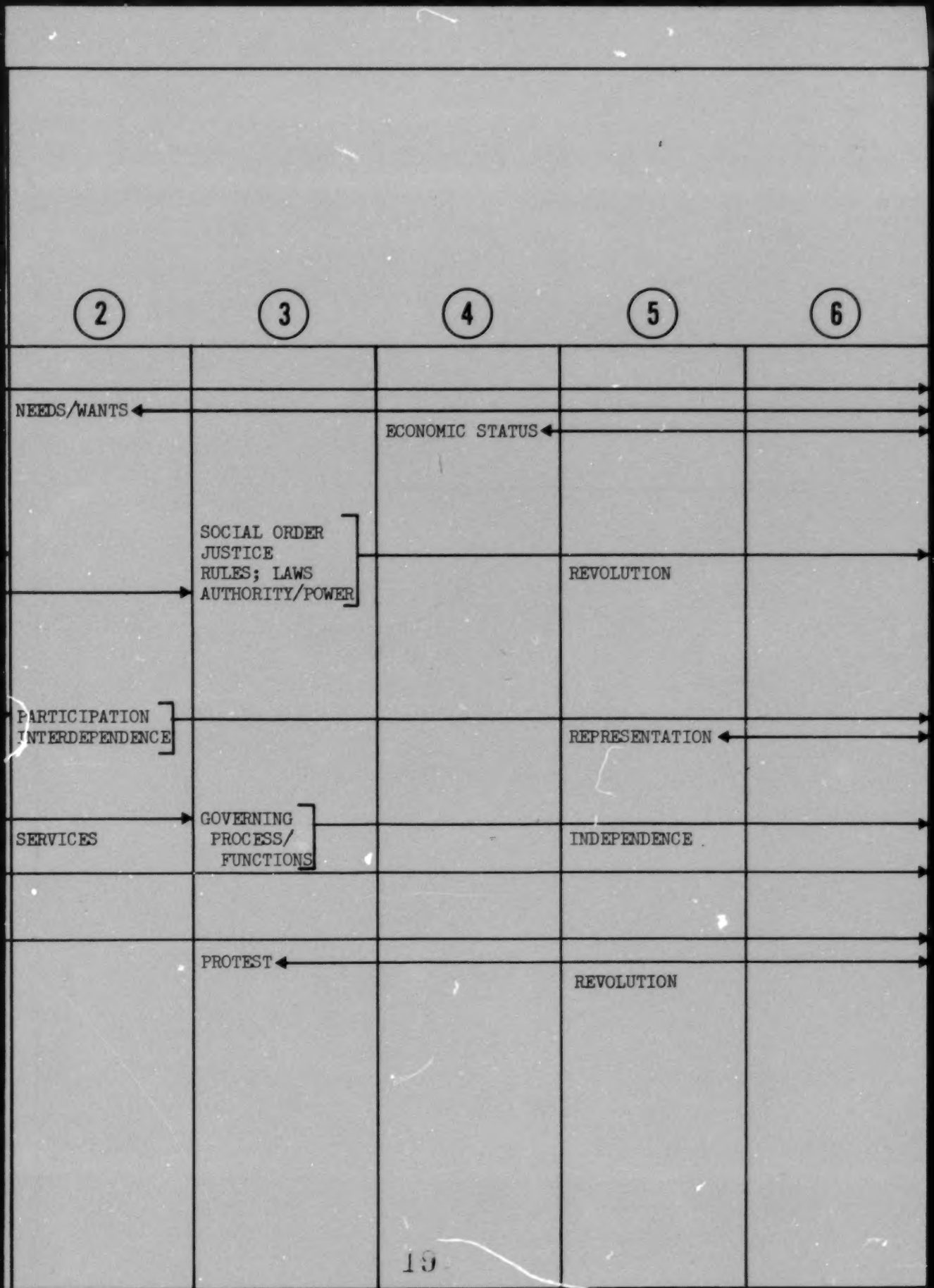
KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

continued

	K	1
4. Identifies some influences on consumer decisions (e.g., geographic location, life style, advertising, level of income and peer pressure).	SELF; PEER GROUP FAMILY; CHANGE MEDIA	
5. Demonstrates knowledge of the reasons for rules and laws within a society.	GROUPS SAFETY ←	→ FAIRNESS ORDER HARMONY
6. Describes some of the reasons why people form governments.	SOCIAL INTEREST SAFETY ←	→
7. Identifies the structure and function of government within their school and community.	RULES; SCHOOL ← LEADERSHIP ←	→
8. Identifies ways in which individuals or groups can support or affect changes in decisions that have been made.	PARTICIPATION ←	→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NEEDS/WANTS
ECONOMIC STATUS
SOCIAL ORDER
JUSTICE
RULES; LAWS
AUTHORITY/POWER
REVOLUTION
PARTICIPATION
INTERDEPENDENCE
REPRESENTATION
SERVICES
GOVERNING
PROCESS/
FUNCTIONS
INDEPENDENCE
PROTEST
REVOLUTION

KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

continued

K ①

E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.	
1. Gives examples of conflict that can occur within and between families and peer groups and identifies some of the reasons for such conflict.	COMMUNICATION CHANGE SELF VALUES RULES
2. Describes some ways people react to conflict in family and peer groups.	CHANGE
3. Explains how conflict may effect relationships between individuals and between groups of people.	CHANGE
4. Suggests constructive ways of handling conflict situations in family and peer groups.	CHANGE COMPROMISE COMMUNICATION
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.	

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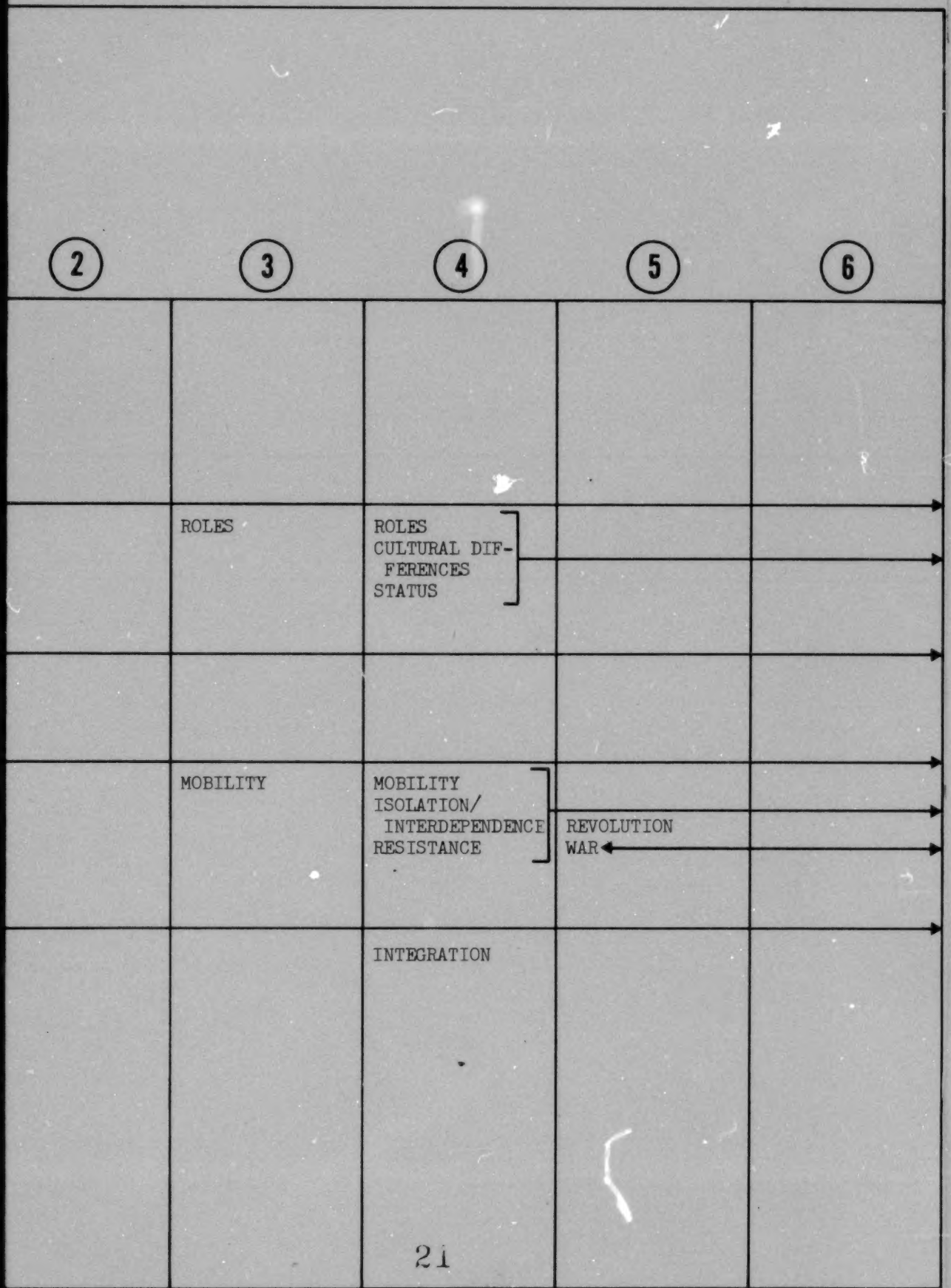
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ROLES
ROLES
CULTURAL DIF-
FERENCES
STATUS
MOBILITY
MOBILITY
ISOLATION/
INTERDEPENDENCE
RESISTANCE
REVOLUTION
WAR
INTEGRATION

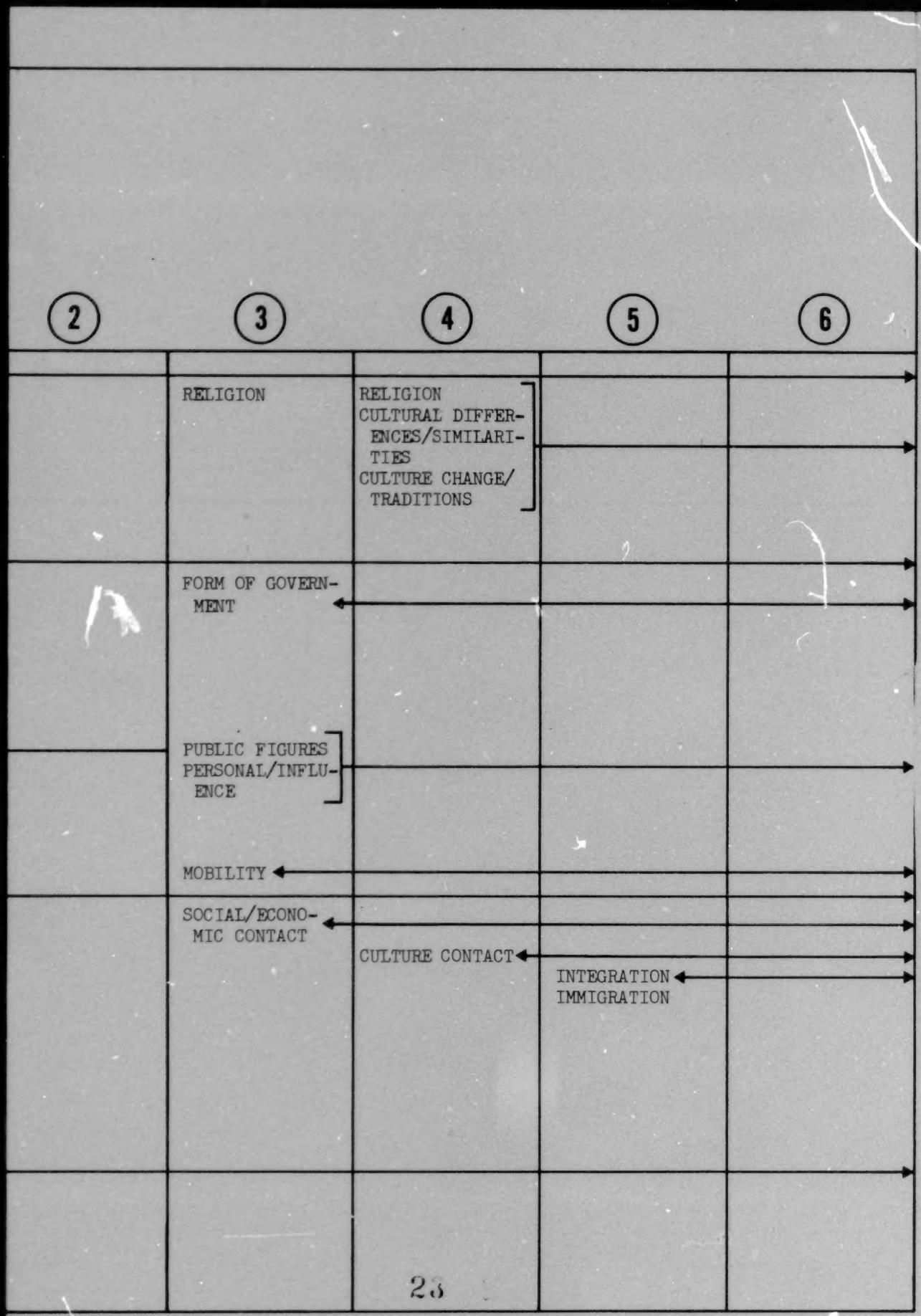
KNOWLEDGE OBJECTIVES

K-6

CONCEPTS

continued

	K	1
1. Identifies objects, feelings and ideas important to people in different places and at different times.	VALUES TRADITIONS	
2. Describes ways people express their feelings and preferences for objects and ideas.	LIFE STYLES ECONOMIC CHOICES SPECIAL CELEBRATIONS	
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.		
1. Describes ways beliefs and values are transmitted in own family and peer groups.	EDUCATION ← SELF FAMILY GROUP COMMUNICATION	
2. Describes ways beliefs and values are transmitted between people in another culture	COMMUNICATION ←	
H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.		
1. Gives examples of ways a family or peer group's beliefs and values influence one's relationship with other people.	SEX ROLES/ATTITUDES RACIAL ATTITUDES GROUP MEMBERSHIP/ PREFERENCE	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RELIGION
RELIGION
CULTURAL DIFFER-
ENCES/SIMILARI-
TIES
CULTURE CHANGE/
TRADITIONS
FORM OF GOVERN-
MENT
PUBLIC FIGURES
PERSONAL/INFLU-
ENCE
MOBILITY
SOCIAL/ECONO-
MIC CONTACT
CULTURE CONTACT
INTEGRATION
IMMIGRATION

SKILL AND PROCESS OBJECTIVES

K-6

K (1) (2) (3) (4) (5) (6)

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

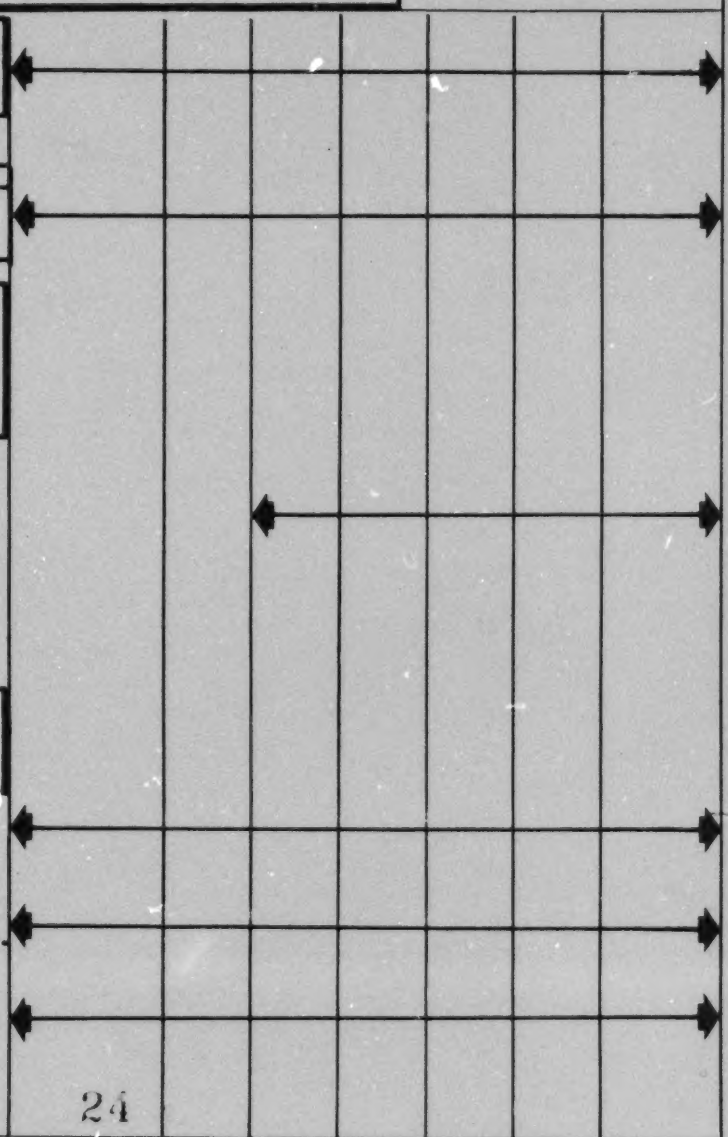
1. Identifies and locates sources of information (e.g., authorities or Resource people, books on subject, encyclopedias, maps, globes, pictures, television, radio, personal experiences, fiction, artistic representations).

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.

2. Develops questions appropriate for obtaining information from sources.

3. Records observations and information obtained from sources.



SKILL AND PROCESS OBJECTIVES

K-6

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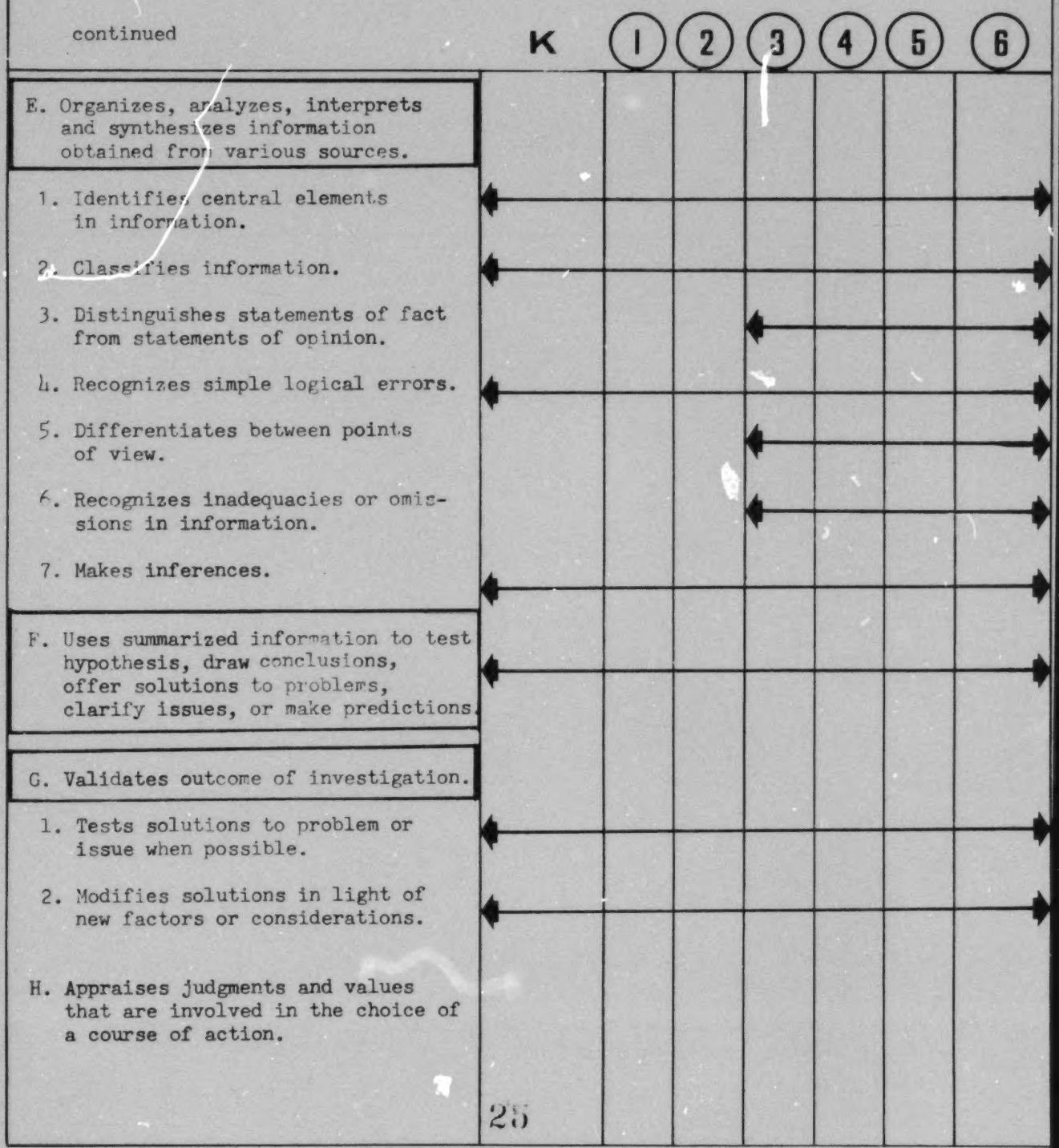
K
1
2
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6
E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.
1. Identifies central elements in information.
2. Classifies information.
3. Distinguishes statements of fact from statements of opinion.
4. Recognizes simple logical errors.
5. Differentiates between points of view.
6. Recognizes inadequacies or omissions in information.
7. Makes inferences.
F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.
G. Validates outcome of investigation.
1. Tests solutions to problem or issue when possible.
2. Modifies solutions in light of new factors or considerations.
H. Appraises judgments and values that are involved in the choice of a course of action.

SKILL AND PROCESS OBJECTIVES

K-6

continued

	K	1	2	3	4	5	6
1. Identifies criteria for judging the projected or actual outcomes of a course of action					←	—	→
2. Applies established criteria to projected or actual consequences of a proposed course of action.					←	—	→

AFFECTIVE OBJECTIVES

K-6

K 1 2 3 4 5 6

Has a positive self-concept, examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills that enable one to act in the interest of self and others.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies a range of individual (personal) characteristics.

2. Identifies the characteristics of the groups, institutions or associations with which one identifies.

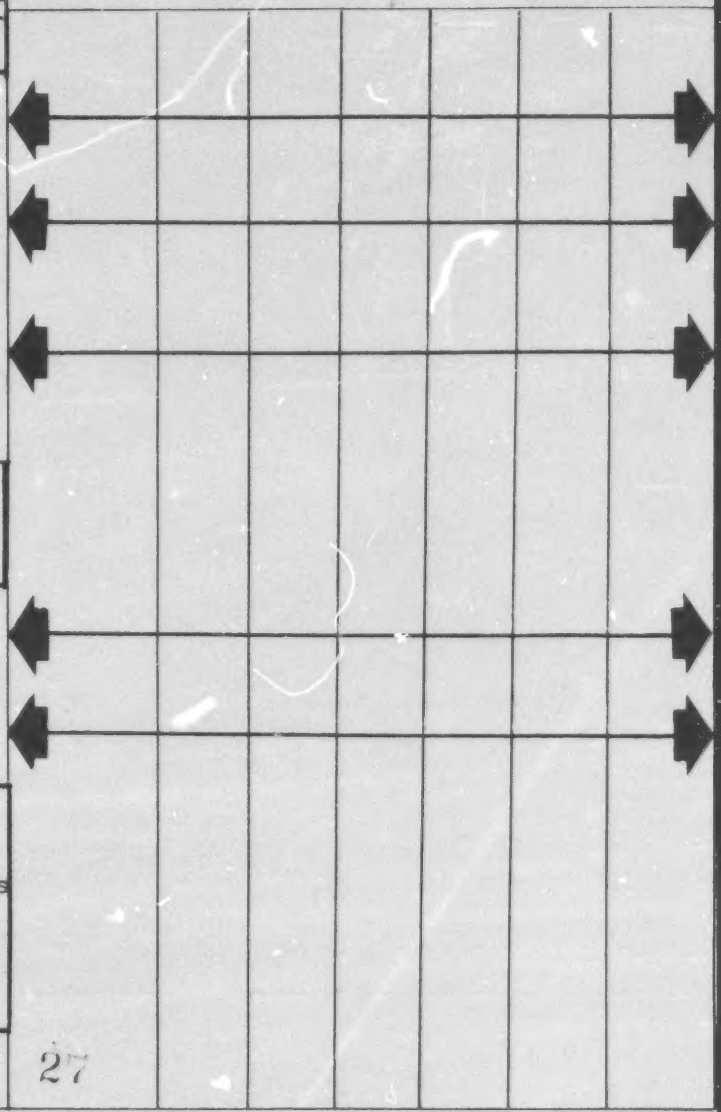
3. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. Expresses awareness of one's goals (aspiration) the goals of the groups with which one identifies and correlates those goals.

1. Identifies one's own goals.

2. Identifies some of the goals of the groups, institutions or associations with which one identifies.

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.



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AFFECTIVE OBJECTIVES

K-6

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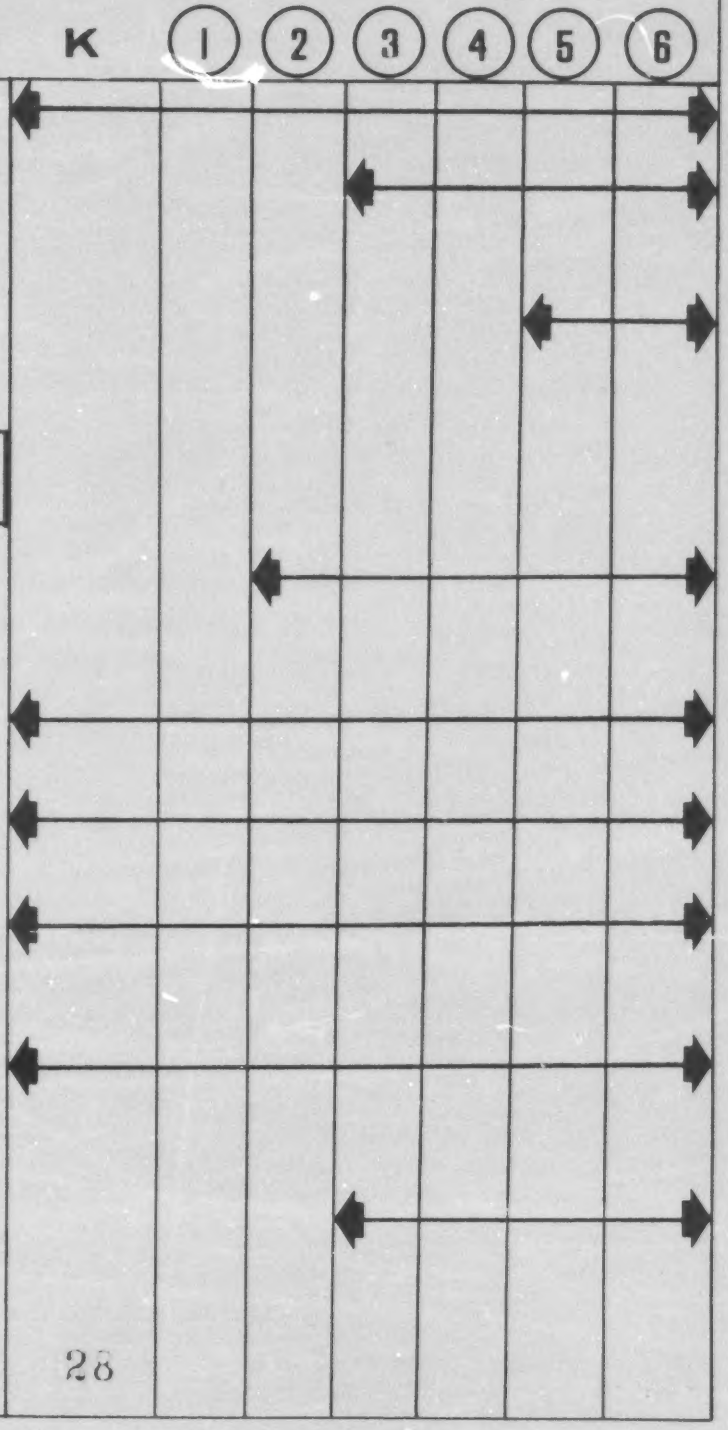


1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies.
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.

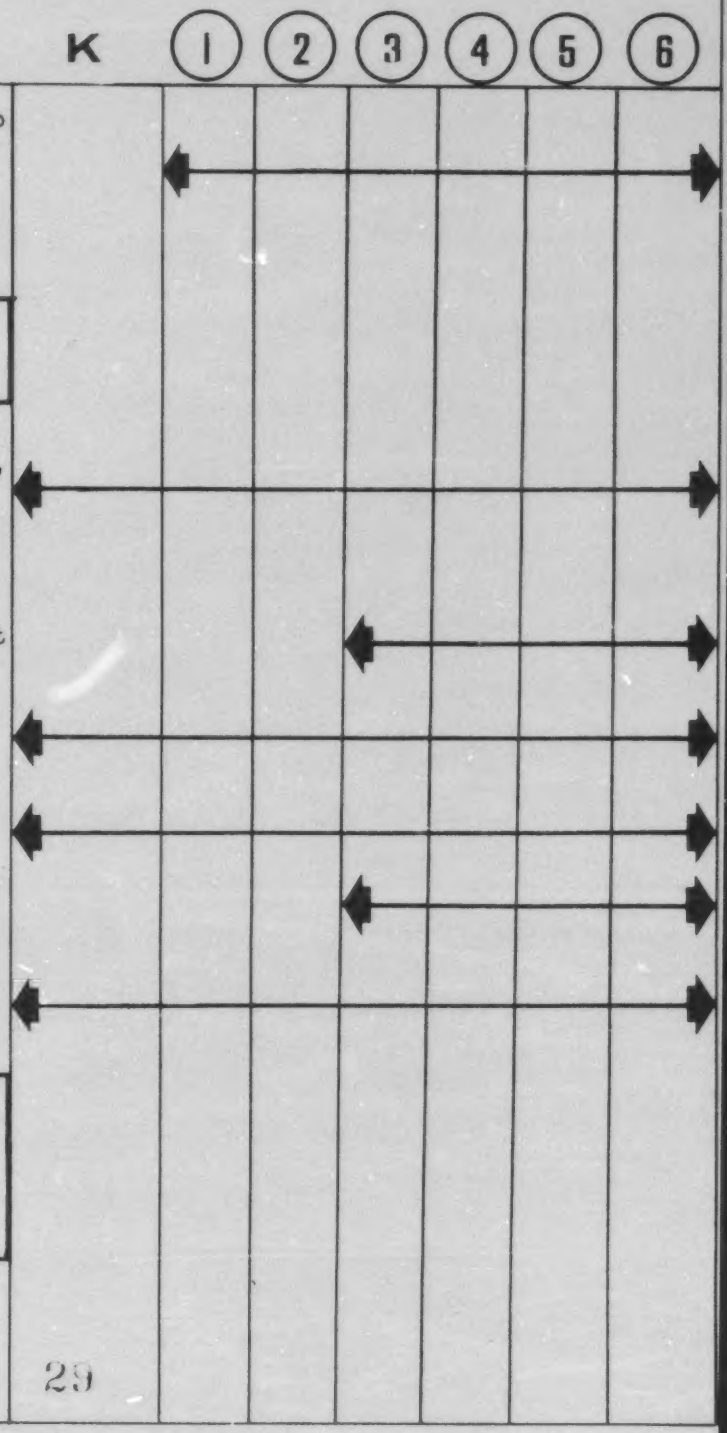
D. Examines own beliefs and values and the relationship between these and behavior.

1. Describes own feelings and preferences about people, beliefs and ways of life.
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.
3. Demonstrates a growing awareness of responsibility for his own behavior.
4. Demonstrates awareness of one's own acts and how these affect others.
5. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of this response to self and others.
6. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer group.

AFFECTIVE OBJECTIVES

K-6

continued



7. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.

E. Develops the human relations skills necessary to communicate and interact with others.

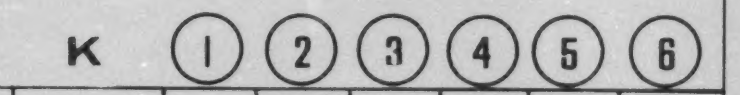
1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.
2. Respects the rights of others to behave in humanistic ways congruent with their value systems.
3. Encourage others to express their feelings and opinions.
4. Demonstrates understanding of others' viewpoints and feelings.
5. Asks for clarifications and elaboration of ideas of others.
6. Provides emotional and intellectual support for others.

F. States that every individual values personal and social growth and expresses awareness of ways the physical, intellectual and social conditions of human beings can be improved.

AFFECTIVE OBJECTIVES

K-6

continued



1. Expresses an interest in the physical, intellectual and social conditions of human beings.

2. Suggests ways one can personally and practically help in improving the conditions of other beings.

G. Expresses a commitment to the importance of the rights of individuals and groups and to the importance of access to the opportunity to maximize personal and social development.

1. Demonstrates respect for the rights of other people and indicates why such respect is important.

2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.

H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school and in peer groups.

2. Participates in setting, planning and achieving the goals of the groups to which one belongs.

3. Participates in social and economic activities carried on in own community.

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

(7)

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.	*POLITICAL GROUPS* *CULTURE REGIONS* *CULTURAL BOUNDARIES*
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	*CUSTOMS* *UNIFORMITY* *TRADITIONS* *ETHNICITY* *TRAITS*
3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.	*TRADITIONS* *CUSTOMS* *TIME/DISTANCE* *DIFFUSION*
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	*FAMILY* *RELIGION* *GOVERNMENT*
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.	*RELIGION* *SOCIAL ORGANIZATION* *FAMILIES* *POLITICAL ORGANIZATIONS*

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

(7)

6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.	*URBAN/RURAL COREZONES* *REGION* *TRANSITIONAL ZONE*
B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgements about the consequences of these relationships.	
1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).	*CUSTOMS* *TRADITION* *CULTURE* *SOCIALIZATION* *TRAITS* *INTERDEPENDENCE* *DIFFUSION* *ETHNICITY*
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.	*CHRONOLOGY* *CULTURAL CHANGE*
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.	*INDUSTRIALIZATION* *URBANIZATION* *DEVELOPED/UNDER-DEVELOPED* *TRADITION* *MODERNIZATION* *INTERDEPENDENCE*
4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.	*DIFFUSION* *COMMUNICATION/TRANSPORTATION*
5. Describes some factors that might promote or inhibit change.	*CULTURAL BARRIERS; PHYSICAL BARRIERS; TIME/DISTANCE; UNDER-DEVELOPED: SPATIAL LOCATION*
6. Describes some effects of population density and growth on the way people live.	*URBANIZATION; SOCIO-ECONOMIC SYSTEMS; TERRITORY*

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KNOWLEDGE OBJECTIVES

LEVEL 7

continued

	CONCEPTS (7)
7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.	*MODERNIZATION/URBANIZATION* *AGRICULTURE/COMMERCIAL* *SUBSISTENCE FARMING*
8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.	*CULTURE TRAITS* *CUSTOMS* *DIFFUSION* *INTERDEPENDENCE*
C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.	
1. Identifies the major features of the physical environment.	*PHYSICAL BARRIERS; NATURAL SETTING; SPATIAL LOCATION; NATURAL RESOURCES; CLIMATE; REGIONS*
2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.	*URBANIZATION* *DEVELOPED/UNDER-DEVELOPED REGIONS* *INDUSTRIALIZATION*
3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.	*URBANIZATION* *INDUSTRIALIZATION* *STANDARD OF LIVING* *POPULATION*
4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.	*ECONOMIC SYSTEM* *MARKET SYSTEM* *DEVELOPED/UNDERDEVELOPED NATIONS*
D. Acquires knowledge about decision-making processes.	
1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these	*SOCIALIZATION*

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

(7)

decisions; describes how these decisions have affected individual behavior.	
2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.	*ECONOMIC SYSTEM* *STANDARD OF LIVING* *MARKET SYSTEM*
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state and national situations and suggests some reasons for these decisions.	*URBANIZATION/INDUSTRIALIZATION* *TRANSPORTATION* *LAWS/AUTHORITY* *STANDARD OF LIVING*
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.	
5. Demonstrates knowledge of the reasons for rules and laws within a society.	*LAWS/AUTHORITY* *EVIDENCE* *RIGHTS/RESPONSIBILITIES*
6. Describes some of the reasons why people form governments.	
7. Identifies the structure and function of government within their school and community.	
8. Explains the formal and informal relationships among the branches of the federal government.	
9. Identifies the relationships among local, state and national governments in terms of decision-making.	

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

(7)

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.	
11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.	*EDUCATION*
12. Identifies and explains factors affecting political decision-making by elected officials.	
13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.	*EDUCATION* *COMMUNICATION/TRANSPORTATION* *ENVIRONMENT* *PHYSICAL FEATURES* *NATURAL/HUMAN RESOURCES* *ECONOMIC SYSTEM*
14. Identifies and explains some of the political and economic interactions among nations.	*TRADE* *COMMUNICATION* *DIFFUSION* *TRANSPORTATION*
E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.	
1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.	*CUSTOMS* *CHANGE* *TRAITS* *SPACE* *TRADITIONS*
2. Describes ways people react to conflict in family, peer, school, community and national situations.	*CHANGE* *CULTURAL ISOLATION* *DIFFUSION* *INTERDEPENDENCE*

KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

(7)

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.	
4. Explains how conflict may affect relationships between individuals and between groups of people.	*CHANGE* *DIFFUSION* *CULTURAL ISOLATION* *INTERDEPENDENCE*
5. Suggests constructive ways of handling conflict situations.	
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.	
1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.	*CUSTOMS* *BELIEFS* *TRADITIONS* *CHANGE* *CULTURE TRAITS* *TIME*
2. Describes ways people express their feelings and preferences for objects and ideas.	*CULTURAL EXPRESSIONS* *(Art, Music, Literature)*
3. Infers beliefs, values, and life-styles from information about the times and places in which people live.	
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.	
1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.	*CULTURE BARRIERS* *RELATIVITY* *DIFFUSION* *INTERDEPENDENCE*

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KNOWLEDGE OBJECTIVES

LEVEL 7

CONCEPTS

continued

(7)

2. Describes ways beliefs and values are transmitted between cultures.	*DIFFUSION* *INTERDEPENDENCE*
H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.	
1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.	*CULTURAL TRAITS* *CUSTOMS* *ETHNICITY* *TRADITIONS*
2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.	*CONFLICT* *DIFFUSION* *CUSTOMS* *INTERDEPENDENCE* *TRADITIONS* *MODERNIZATION* *CULTURAL ISOLATION*
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.	*CUSTOMS* *TRADITIONS* *TRAITS* *BELIEFS*

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KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

(8)

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.	*NATION* *GOVERNMENT* *COMMUNITY*
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	*CULTURE* *ETHNOCENTRISM* *RADICAL* *MODERATE* *CONSERVATIVE* *REACTIONARY* *BELIEFS*
3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.	*SECURITY* *PROTECTION/DEFENSE* *FREEDOM* *EQUALITY* *RIGHTS* *IDENTITY* *EDUCATION* *CHANGE*
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	*TRADITIONS* *RIGHTS* *FREEDOM* *EQUALITY* *LAW/ORDER* *JUSTICE* *BELIEFS/IDEALS* *GENERAL WELFARE* *UNIONS*
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.	*ETHNIC GROUPS* *BELIEFS*

KNOWLEDGE OBJECTIVES

LEVEL 8

continued

	CONCEPTS (8)
6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.	*URBAN/RURAL* *NATION* *URBANIZATION* *TIME* *SUBURB* *CHANGE*
B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgements about the consequences of these relationships.	
1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).	*COMPROMISE* *FREEDOM* *COMMUNITY* *ETHNOCENTRISM* *RESPONSIBILITY* *IMMIGRATION* *CONFORMITY/DIVERSITY* *DIFFUSION* *OBLIGATIONS* *CULTURAL ISOLATION*
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.	*EXPANSION* *REVOLUTION* *CHANGE* *TECHNOLOGY* *INVENTION* *CHRONOLOGY* *DISCOVERY*
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.	*MIGRATION* *DISCOVERY* *IMMIGRATION* *CHANGE* *TECHNOLOGY* *TIME* *REVOLUTION*
4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.	*MIGRATION; IMMIGRATION; EXPANSION; REVOLUTION; URBANIZATION; COMMUNICATION; TRANSPORTATION*
5. Describes some factors that might promote or inhibit change.	*MAJORITY/MINORITY; TRADITION; ETHNOCENTRISM; ENVIRONMENT; AUTHORITY; POWER; INSTITUTIONS*
6. Describes some effects of population density and growth on the way people live.	*URBANIZATION; CONFLICT; CAUSE/EFFECT; WORK; DENSITY; INDUSTRIALIZATION*

KNOWLEDGE OBJECTIVES

LEVEL 8

continued

	CONCEPTS (8)
7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.	*GOODS AND SERVICES* *ENVIRONMENT* *MARKET* *INSTITUTIONS* *CAPITAL RESOURCES* *CONSERVATION*
8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.	*MAJORITY* *CONFLICT* *MINORITY* *CHANGE* *MIGRATION* *DIVERSITY*
C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.	
1. Identifies the major features of the physical environment.	*NATURAL RESOURCES* *PHYSICAL FEATURES* *ENVIRONMENT* *POLITICAL BOUNDARIES*
2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.	*NATURAL RESOURCES* *CHANGE* *CAUSE/EFFECT* *TIME* *URBANIZATION* *TECHNOLOGY*
3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.	*DISCOVERY* *GOODS & SERVICES* *INDUSTRY* *CHANGE* *NATURAL RESOURCES* *POLLUTION* *WORK* *HUMAN RESOURCES* *DIVERSITY* *CAPITAL RESOURCES*
4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.	*INDUSTRY* *POLLUTION* *CHANGE* *UNIONS*
D. Acquires knowledge about decision-making processes.	
1. Gives examples of some decisions made at home, in school, and in peer groups which affect the individual; identifies who makes these	

KNOWLEDGE OBJECTIVES

LEVEL 8

continued

	CONCEPTS (8)
decisions; describes how these decisions have affected individual behavior.	*POWER, RIGHTS, REPRESENTATIVE, GOVERNMENT, CONFLICT, RESPONSIBILITY, COMPROMISE, RULES/LAW*
2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.	*NATURAL RESOURCES, INDUSTRIALIZATION, CAPITAL, UNIONS, WORK, CORPORATION, COST, DISCOVER, EXPANSION, MARKET TECHNOLOGY*
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, and national situations and suggests some reasons for these decisions.	*WORK, POLLUTION, WELFARE, URBANIZATION, EDUCATION*
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.	*EDUCATION, SOCIALIZATION*
5. Demonstrates knowledge of the reasons for rules and laws within a society.	*RULES, LAWS, JUSTICE, FREEDOM, EQUALITY*
6. Describes some of the reasons why people form governments.	*JUSTICE, EQUALITY, FREEDOM, RIGHTS, CONFLICTS*
7. Identifies the structure and function of government within their school and community.	*EXECUTIVE, LEGISLATIVE, JUDICIAL, COMPROMISE*
8. Explains the formal and informal relationships among the branches of the federal government.	*EXECUTIVE; LEGISLATIVE; JUDICIAL; FEDERALISM; COMPROMISE; OBLIGATIONS; RIGHTS; DEMOCRACY; CONSTITUTION; FEDERATION*
9. Identifies the relationships among local, state and national governments in terms of decision-making.	*FEDERALISM; COMPROMISE; MAJORITY/MINORITY; LIBERTY; EQUALITY; DEMOCRACY; CONSTITUTION; INTERDEPENDENCE*

KNOWLEDGE OBJECTIVES

LEVEL 8

continued

CONCEPTS

8

10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.	*REVOLUTION* *REPRESENTATION* *COMPROMISE* *CHANGE*
11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.	*ETHNICITY* *MINORITY GROUPS*
12. Identifies and explains factors affecting political decision-making by elected officials.	*COMPROMISE* *RIGHTS* *JUSTICE* *REBELLION*
13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.	*COMPROMISE* *INSTITUTIONS* *DIVERSITY* *EXPANSION* *MIGRATION* *NATURAL RESOURCES*
14. Identifies and explains some of the political and economic interactions among nations.	*TRADE* *MIGRATION* *COMPROMISE* *IMMIGRATION*
E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.	
1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.	*WAR* *RULES* *POLITICS* *TRADE* *LAWS* *POLITICAL PREFERENCE* *TRADITIONS* *RIGHTS* *TAXATION*
2. Describes ways people react to conflict in family, peer, school, community and national situations.	*COMPROMISE* *DEMOCRACY* *COOPERATION* *ETHNIC ISOLATION* *FEDERALISM* *DIFFUSION*

KNOWLEDGE OBJECTIVES

LEVEL 8

continued

CONCEPTS

(8)

3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.	*COMPROMISE* *ISOLATION* *COOPERATION* *FEDERALISM* *ETHNIC DIFFUSION* *DEMOCRACY*
4. Explains how conflict may affect relationships between individuals and between groups of people.	*WAR* *ISOLATION* *REVOLUTION* *DIFFUSION* *CIVIL DISOBEDIENCE*
5. Suggests constructive ways of handling conflict situations.	*COMPROMISE* *DIFFUSION* *COOPERATION* *INTERDEPENDENCE*
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behavior.	
1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.	*FREEDOM* *RIGHTS* *EQUALITY* *BELIEFS* *JUSTICE* *VALUES* *RESPONSIBILITY*
2. Describes ways people express their feelings and preferences for objects and ideas.	*IMMIGRATION* *VIOLENCE* *MIGRATION* *CIVIL DISOBEDIENCE*
3. Infers beliefs, values, and life-styles from information about the times and places in which people live.	*IDEOLOGIES* *TRADITIONS*
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.	
1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.	*ETHNOCENTRISM* *COMMUNICATION* *TRADITIONS* *TRANSPORTATION* *IDEOLOGIES*

KNOWLEDGE OBJECTIVES

LEVEL 8

CONCEPTS

continued

(8)

2. Describes ways beliefs and values are transmitted between cultures.	*IMMIGRATION; MIGRATION; TRADITION; EXPANSION; TECHNOLOGY; COMMUNICATION; TRANSPORTATION*
H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.	
1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.	*JUSTICE* *EQUALITY* *FREEDOM* *LIBERTY*
2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.	*CONFLICT* *ISOLATION*
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.	*COMPROMISE* *COOPERATION*

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

(9)

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, and international) and indicates some reasons why these groups form.	*ETHNIC GROUPS* *URBANIZATION* *MIGRATION* *SOCIALIZATION* *POLITICAL GROUPS* *URBAN SUB-CULTURE*
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	*ALLEGIANCE* *CITIZENSHIP* *CULTURAL TRADITIONS* *MINORITY GROUP* *PHILOSOPHY OF WELFARE*
3. Describes some of the functions of groups such as family, peer, community, and national groups in various cultures and indicates how and why these functions change and why they differ.	*FAMILY ROLES* *JUVENILE STATUS* *EVOLUTION OF WELFARE* *SPHERE OF INFLUENCE* *GENERATION GAP* *EXTENDED FAMILY*
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	*WELFARE* *INCOME DISTRIBUTION* *REPRESENTATION* *POLITICAL JURISDICTION* *METROPOLITAN GOVERNMENT* *PROCESS OF LAW* *CONSUMER PROTECTION*
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.	

KNOWLEDGE OBJECTIVES

LEVEL 9

continued

	CONCEPTS (9)
6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.	*GHETTO* *CONGESTION* *PATTERNS OF URBAN SETTLEMENT* *MEGALOPOLIS* *PATTERNS OF RURAL SETTLEMENT*
B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgements about the consequences of these relationships.	
1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).	*SOCIETY/CRIME; DISCRIMINATION; ALLEGIANCE: PURITANISM; AFFLUENCE/POVERTY; PUBLIC APATHY; COMPROMISE CONSENSUS; POLITICAL POWER; ORGANIZING FOR COURT PROCEDURES; CONSUMER PROTECTION; CRIMES AND PUNISHMENTS; ADVERTISING TECHNIQUES; DECEPTIONS*
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.	*ETHNIC GROUPS*
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.	*URBANIZATION*
4. Describes some ways ideas, customs and inventions have been transmitted and spread from one people to another.	*ETHNICITY*
5. Describes some factors that might promote or inhibit change.	*SOCIO/ECONOMIC CONFLICTS*
6. Describes some effects of population density and growth on the way people live.	*CONGESTION* *URBAN SPRAWL* *PLANNING* *PHYSICAL CROWDING* *REGULATION* *POLLUTION*

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

continued

(9)

7. Explains and evaluates some ways in which human resources have been allocated, utilized and conserved in the community, the nation and in other societies.	*DISCRIMINATION*
8. Gives examples of the achievements and influences of various ethnic groups on the development of a particular culture.	*ETHNIC DIFFUSION*
C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of these relationships; and makes value judgements about the consequences of these relationships.	
1. Identifies the major features of the physical environment.	
2. Describes some ways human beings have adapted to or modified their physical environment and explains some reasons for and some effects of these changes.	*ADAPTATION* *ECOLOGY* *POLLUTION/CONTROL* *HABITAT UTILITY* *MAGNETISM* *CONFLICTS IN RESOURCE USE*
3. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.	*MULTIPLE USE OF RESOURCES* *ECONOMIC CONSUMPTION* *WASTE MANAGEMENT* *WATER BALANCE* *RIVER FLOW* *POLLUTANTS* *GROWTH*
4. Explains and evaluates ways natural resources have been allocated, utilized, and conserved in the community, regions, the nation and other societies.	*TECHNICAL, POLITICAL, SOCIAL, ECONOMIC SOLUTIONS* *CONSERVATION* *SOCIAL COSTS* *MAN'S USE OF FLOOD PLAINS*
D. Acquires knowledge about decision-making processes.	
1. Gives examples of some decisions made at home in school, and in peer groups which affect the individual; identifies who makes these	

KNOWLEDGE OBJECTIVES

LEVEL 9

continued

	CONCEPTS (9)
decisions; describes how these decisions have affected individual behavior.	*SELF-CONCEPT* *GOALS AND IDEALS* *BUDGETING*
2. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.	*GNP* *PUBLIC AND PRIVATE INTEREST* *DEPRESSION* *BUSINESS CYCLE* *RECESSION* *TRANSPORTATION/COMMUNICATION*
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, and national situations and suggests some reasons for these decisions.	*LEGISLATIVE FUNCTION* *FAIR BARGAINS* *LEGISLATIVE PROCESS* *REPOSSESSIONS* *CREDIT/CHARGE ACCOUNT* *BREACH OF CONTRACT* *INSTALLMENT/REVOLVING CREDIT* *BUYER-SELLER*
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.	*DISCRIMINATION* *AFFLUENT MIDDLE CLASS* *POOR POWER* *POVERTY CYCLE* *ESTABLISHMENT* *WELFARE*
5. Demonstrates knowledge of the reasons for rules and laws within a society.	*PROMISES/VERBAL/WRITTEN/IMPLIED; FRAUDULENT PRACTICES; BUYER/SELLER; WELFARE; FAIR BARGAINS; INTEREST/SIMPLE/UNPAID BALANCE/ADD-ON/DISCOUNT*
6. Describes some of the reasons why people form governments.	*EQUAL OPPORTUNITY* *PUBLIC RIGHTS* *PROCESS OF LAW*
7. Identifies the structure and function of government within their school and community.	*LEGAL SYSTEM* *CRIMINAL PROCEDURE* *LEGAL PROCESS* *JUDICIAL REVIEW* *GOVERNMENTAL DUPLICATION*
8. Explains the formal and informal relationships among the branches of the federal government.	*POLITICAL JURISDICTION* *CONSENSUS* *POLITICAL POWER* *COMPROMISE*
9. Identifies the relationships among local, state and national governments in terms of decision-making.	*METROPOLITAN GOVERNMENT* *GOVERNMENTAL DUPLICATION* *LEGISLATIVE FUNCTION/PROCESS*

KNOWLEDGE OBJECTIVES

LEVEL 9

continued

	CONCEPTS (9)
10. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.	*EQUALITY OF REPRESENTATION* *SPHERE OF INFLUENCE*
11. Identifies situations (e.g., home, school, peer, community) where individual or group participation in decision-making has been affected by lack of opportunity and suggests some ways of increasing participation.	*URBAN SUBCULTURE* *PHYSICAL CROWDING* *SECURITY INTEREST* *PHYSICAL CROWDING*
12. Identifies and explains factors affecting political decision-making by elected officials.	*EVOLUTION OF WELFARE* *AFFLUENCE* *PATTERNS OF URBAN SETTLEMENT*
13. Identifies some factors which have contributed to the economic and political development of a particular country and explains how some of these factors are related to the decision-making process.	
14. Identifies and explains some of the political and economic interactions among nations.	
E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.	
1. Gives examples of conflict within and between groups (e.g., family, peer, school, community, national, cultural) and identifies some reasons for this conflict.	*CONFLICT* *GROUPS* *SOCIAL DARWINISM* *MINORITY GROUPS*
2. Describes ways people react to conflict in family, peer, school, community and national situations.	*CONFLICT* *COOPERATION* *COMPROMISE* *APPEASEMENT (GIVE UP)*

KNOWLEDGE OBJECTIVES

LEVEL 9

continued

	CONCEPTS (9)
3. Describes ways conflict has been handled in family, peer, school, community and national situations and evaluates the methods used in handling such conflicts.	*COMPROMISE* *FAMILY ROLES* *LEGAL SYSTEM/PROCESS* *WELFARE* *ADAPTATION* *COOPERATION*
4. Explains how conflict may affect relationships between individuals and between groups of people.	*FAMILY ROLES* *DISCRIMINATION* *PEER GROUP* *OBLIGATION* *STATUS*
5. Suggests constructive ways of handling conflict situations.	*COMPROMISE; PEER GROUP; PHILOSOPHY OF WELFARE; INTEREST GROUPS; POWER COURTS; COOPERATION*
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behavior.	
1. Identifies objects, feelings and ideas important to people in different times and explains why some things are valued more in some places and times than in others.	*TRADITIONS* *STATUS* *GOALS* *CHANGE* *IDEALS* *TIME*
2. Describes ways people express their feelings and preferences for objects and ideas.	*COMPROMISE* *CONSENSUS* *IDOLIZATION* *ALLEGIANCE* *ADAPTATION* *AFFLUENCE*
3. Infers beliefs, values, and life-styles from information about the times and places in which people live.	*BELIEFS* *LIFE STYLE*
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.	
1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.	*BELIEFS/POLITICAL/SOCIAL/ECONOMIC* *COMMUNICATION* *TRANSPORTATION* *ADAPTATION*

KNOWLEDGE OBJECTIVES

LEVEL 9

CONCEPTS

continued

(9)

2. Describes ways beliefs and values are transmitted between cultures.	*DIFFUSION* *INTERDEPENDENCE*
H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.	
1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.	*MIDDLE CLASS* *MINORITY GROUPS* *OBLIGATIONS* *GOALS AND IDEALS* *ALLEGIANCE*
2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.	*MINORITY GROUPS* *GOALS AND IDEALS* *DISCRIMINATION* *COOPERATION*
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.	*EQUAL OPPORTUNITY* *GOALS AND IDEALS* *DISCRIMINATION* *COOPERATION* *LEGAL SYSTEM*

SKILL & PROCESS OBJECTIVES

LEVEL 7-9

(7) (8) (9)

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

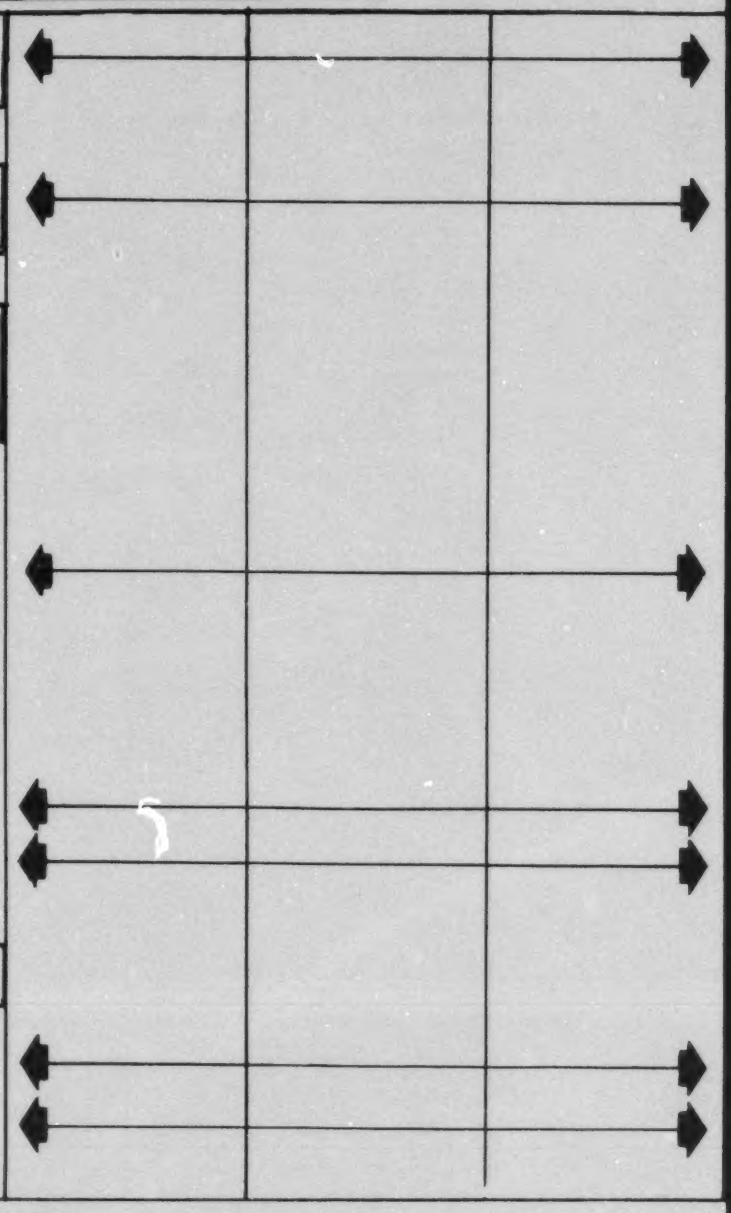
B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, surveys, statistical data, experiments, systematic observation, case studies, personal experience, fiction, radio, television, artistic representations).
2. Distinguishes between relevant and irrelevant sources.
3. Distinguishes between reliable and unreliable sources.

D. Demonstrates ability to use reliable sources of information.

1. Uses more than one source to obtain information.
2. Develops questions appropriate for obtaining information sources.



SKILL & PROCESS OBJECTIVES

LEVEL 7-9

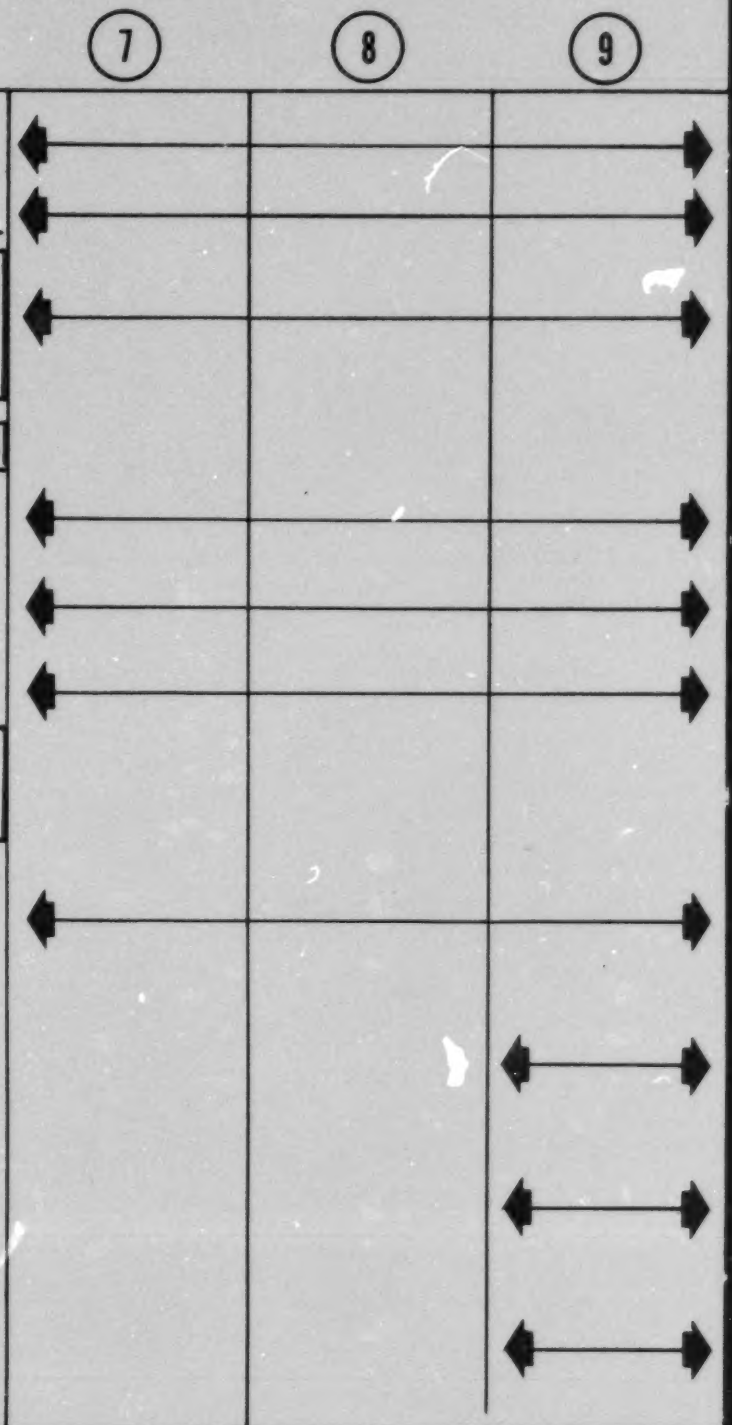
continued

	7	8	9
3. Record observations and information obtained from sources.	←		→
4. Identifies points of agreement and disagreement among the sources.	←		→
5. Evaluates the quality of the available information.	←		→
E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.			
1. Identifies central elements in information.	←		→
2. Classifies information.	←		→
3. Distinguishes statements of fact from statements of opinion.	←		→
4. Distinguishes statements of inference from statements of fact.	←		→
5. Identifies stated opinions, biases, and value judgments.	←		→
6. Differentiates between points of view.	←		→
7. Recognizes logical errors.	←		→
8. Recognizes inadequacies or omissions in information.	←		→
9. Makes inferences from data.	←		→
10. Identifies cause and effect relationships.	←		→

SKILL & PROCESS OBJECTIVES

LEVEL 7-9

continued



11. Recognizes interrelationships among concepts.

12. Summarizes information.

F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validates outcome of investigation

1. Tests solutions to problem or issue when possible.

2. Modifies solutions in light of new factors or considerations.

3. Analyzes trends and modifies predictions when necessary.

H. Appraises judgments and values that are involved in the choice of a course of action.

1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.

2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.

3. Applies the established criteria to actual and projected consequences of a proposed course of action.

4. Selects and defends a position or course of action consistent with the established criteria.

AFFECTIVE OBJECTIVES

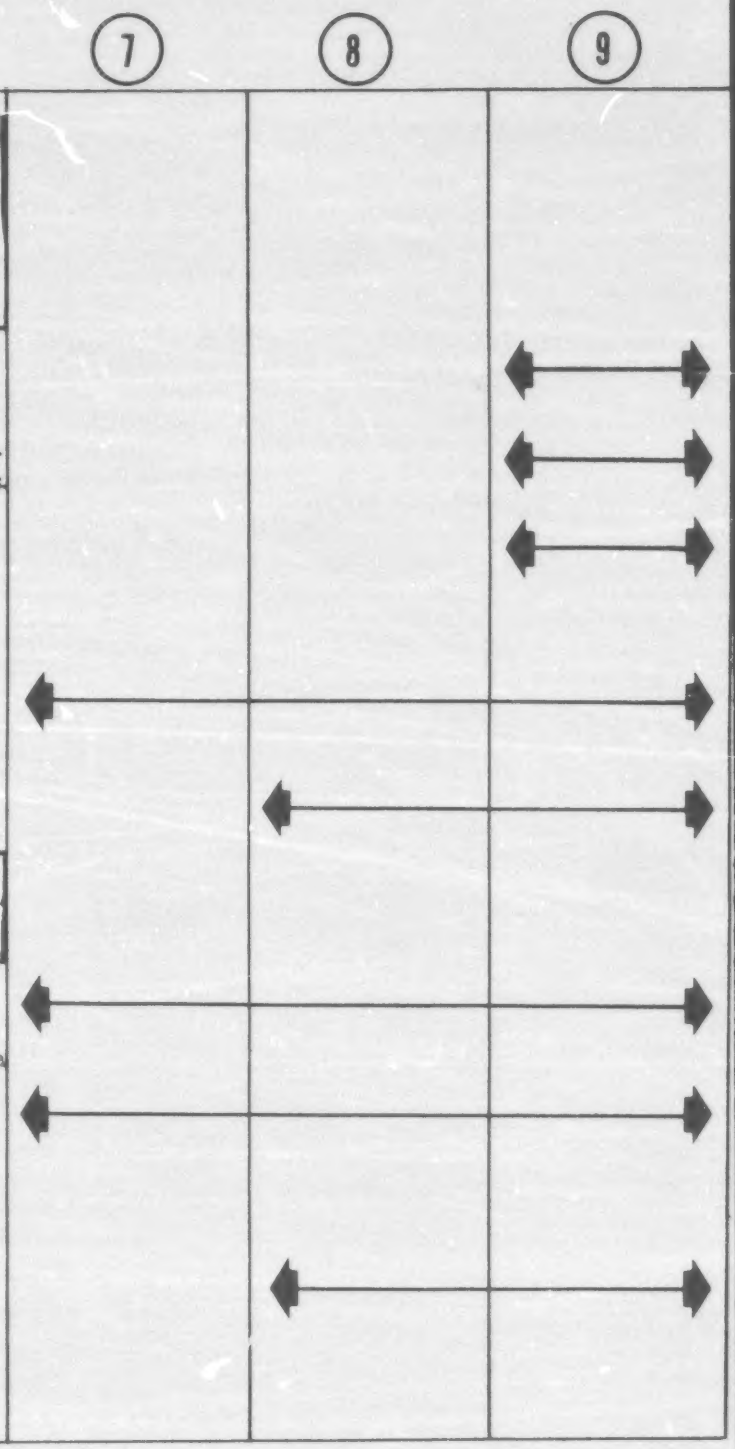
LEVEL 7-9

	7	8	9
III. Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive selfconcept.			
A. Expresses awareness of the characteristics that give one identity.			
1. Identifies the characteristics of the individuals, groups, institutions or associations with which one identifies.	◄	———	►
2. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.	◄	———	►
B. Expresses awareness of one's goals (aspiration), the goals of the groups with which one identifies and correlates those goals.			
1. Identifies one's own goals.		◄	——►
2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.		◄	——►

AFFECTIVE OBJECTIVES

LEVEL 7-9

continued



C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximising one's effectiveness.

1. Identifies one's strengths.
2. Identifies the strengths of the groups, institutions and associations with which one identifies.
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.
4. Recognizes the societal barriers to full development that may exist.
5. Suggests ways of maximizing one's effectiveness.

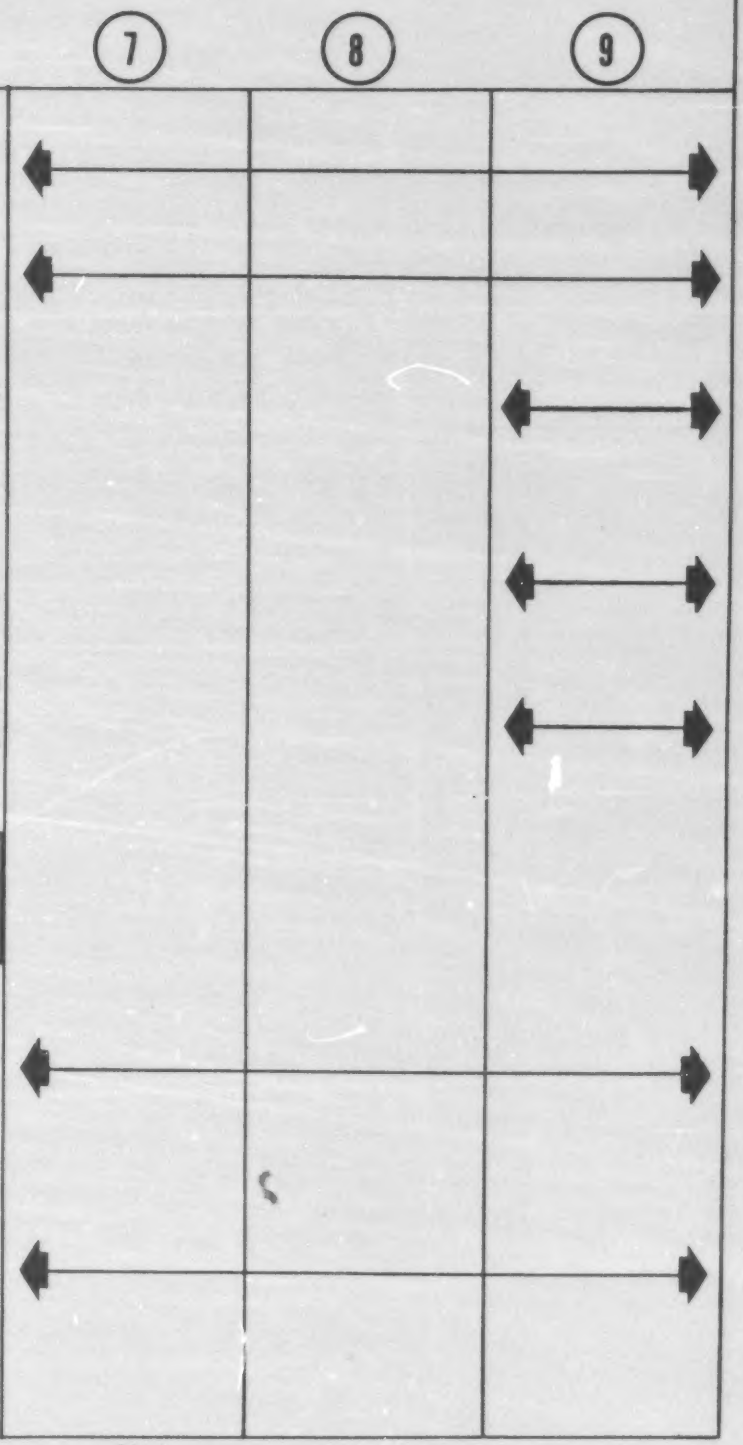
D. Examines own beliefs and values and the relationship between these and behavior.

1. Describes and explains own feelings and pref rences about people, beliefs nd ways of life.
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.
3. Identifies and gives reasons for one's own criteria for judgement of beliefs and actions of other people.

AFFECTIVE OBJECTIVES

LEVEL 7-9

continued



4. Demonstrates a growing awareness of responsibility for his own behavior.

5. Demonstrates awareness of one's own acts and of how they affect others.

6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.

7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.

8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.

E. Develops the human relations skills and attitudes to communicate and interact with others.

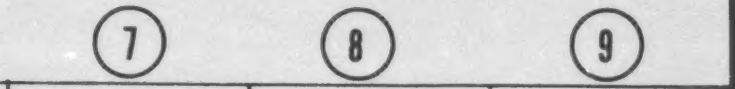
1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities.

2. Respects the rights of others to behave in humanistic ways congruent with their value systems.

AFFECTIVE OBJECTIVES

LEVEL 7-9

continued



3. Encourage others to express their feelings and opinions.

4. Demonstrates understanding of others' viewpoints and feelings.

5. Asks for clarifications and elaboration of ideas of others.

6. Provides emotional and intellectual support for others.

F. Expresses awareness of the physical, intellectual and social conditions of human beings and suggests ways these can be improved.

1. Expresses an interest in the physical, intellectual and social conditions of human beings.

2. Suggests ways society can help improve the condition of human beings.

3. Suggests ways one can personally and practically help in improving the conditions of human beings.

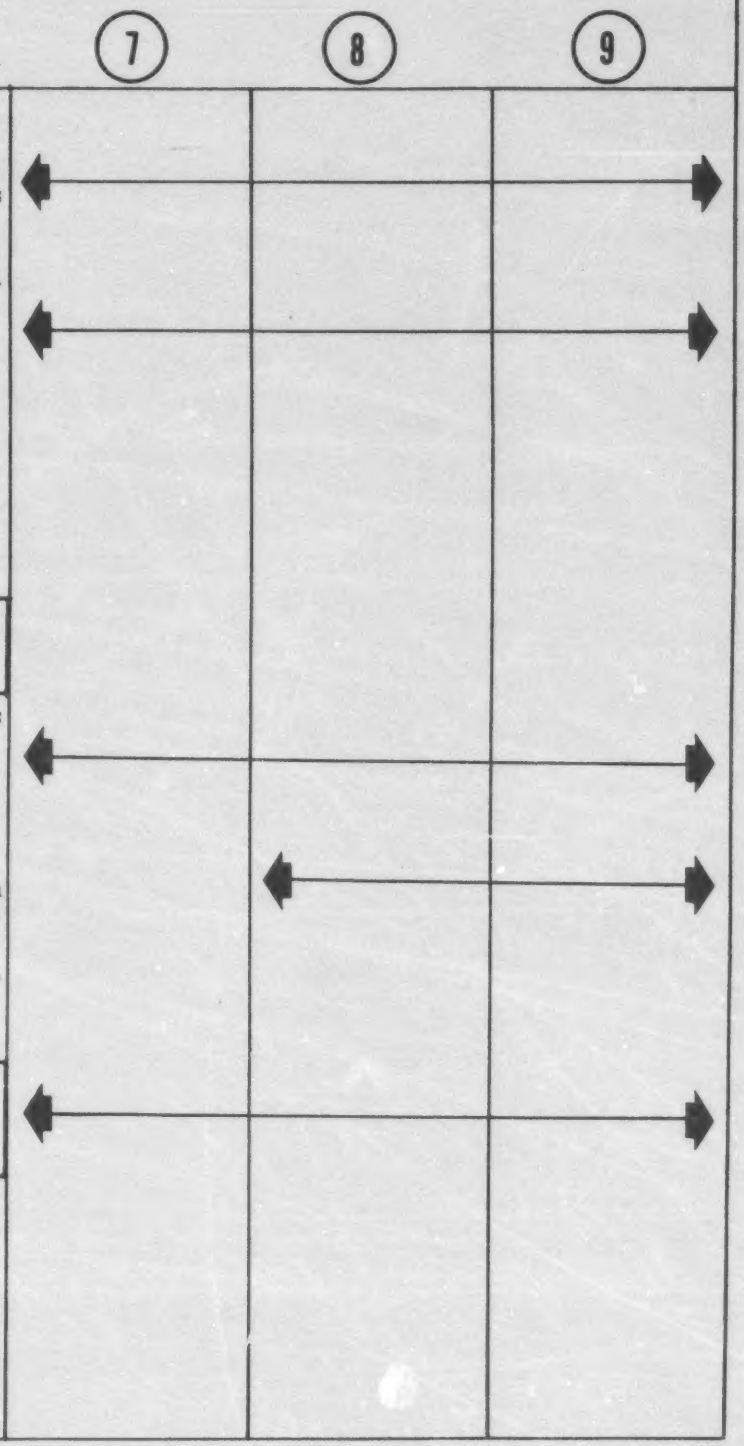
G. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.

1. Demonstrates respect for the rights of other people and indicates why such respect is important.

AFFECTIVE OBJECTIVES

LEVEL 7-9

continued



2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.

3. Demonstrates an interest or willingness to act in supporting open and equal opportunity and explains why this is important.

4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.

H. Demonstrates effective involvement in social interaction.

1. Participates in making decisions at home, in school and in peer groups.

2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs.

3. Participates in social and economic activities carried on in own community.

I. Is developing a positive feeling about one's self.

KNOWLEDGE OBJECTIVES

LEVEL 10-12

CONCEPTS

INSTRUCTIONAL OBJECTIVES	Anthropology	Economics	Geography
I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations.			
A. Acquires knowledge about social organization.			
1. Identifies some groups that human beings form (e.g., family, peer, community, national, international) and indicates some reasons why and how these groups form.	*ETHNIC GROUPS* *CULTURE GROUPS* *FAMILY* *NUCLEAR/EXTENDED FAMILY* *KINSHIP* *SOCIAL CENTER*	*CONSUMERS* *UNIONS* *CORPORATIONS* *COOPERATIVES*	
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	*GENETIC TRAITS* *ETHNOCENTRIC* *COMMUNITY* *ACCULTURATION* *CUSTOMS/TRAITS*	*SOCIAL/ECONOMIC STRUCTURE*	
3. Describes some of the functions of groups such as family, peer, community, national and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions.	*LABOR UNIONS* *CONSUMERS* *CORPORATE STRUCTURE*		

History	Political Science	Psychology	Sociology
COMMUNITY *FAMILY*	*POLITICAL PARTIES* *UNIONS* *LOBBIES* *MAJORITY* *MINORITY*	*FORMAL/INFORMAL GROUPS* *SPECIAL BEING* *CONFORMITY*	*SOCIAL CLASSES* *SOCIETY* *CLUBS* *ORGANIZATIONS*
	INTERDEPENDENCE *TRADITION*		*RACIAL/ETHNIC GROUPS* *VALUES* *CULTURE* *CUSTOMS* *SACRED/SECULAR SOCIETIES*
CUSTOMS/TRADITION *EDUCATION* *CULTURE/DEFENSE*	*DECISION-MAKING* *RIGHTS* *CHANGE*	*SECURITY* *COOPERATION/CONFLICT* *BEHAVIOR MODIFICATION/SOCIAL CODES*	*SOCIAL CONTROL* *NORMS* *ROLES* *CUSTOMS* *SANCTIONS* *LEADERSHIP*

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

CONCEPTS

	Anthropology	Economics	Geography
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	*SOCIAL INSTITUTION* *AUTHORITY* *SPECIALIZATION* *DIVISION OF LABOR*	*FINANCIAL INSTITUTIONS: PUBLIC/PRIVATE*	
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.	*SOCIALIZATION* *CONFLICT* *COOPERATIVE LEADERSHIP* *BEHAVIOR NORMS* *ROLES* *DIFFUSION* *LANGUAGE* *RELIGION*	*NEEDS* *WANTS* *RESOURCES* *SCARCITY*	*CHANGE* *RATE* *TIME*
6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.		*SACRED/SECULAR SOCIETIES*	*CITIES; VILLAGES* *URBANIZATION* *DENSITY* *MODERNIZATION* *AREAL ASSOCIATION*
B. Requires knowledge about the relationships between human beings and social environment; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.			
1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions).		*ADVERTISING*	

History	Political Science	Psychology	Sociology
	DECISION-MAKING *RULES/LAWS*	*LEARNING* *CONDITIONING* *ADAPTATION*	*SOCIAL INSTITUTIONS* *SOCIAL ORDER* *LEADERSHIP* *LAWS* *INFLUENCE* *POWER*
	POWER/AUTHORITY *STATUS* *DEFENSE* *COOPERATION* *CONFLICT* *COOPERATION*	*INDIVIDUAL UNIQUENESS* *DEFENSE MECHANISM* *BEHAVIOR* *VALUES* *ADAPTATION* *STIMULUS/RESPONSE* *HABIT*	*MORES* *FOLKWAYS* *SOCIAL MOVEMENT* *DIVERSITY*
	SACRED/SECULAR SOCIETIES		*URBANIZATION* *MIGRANT MOBILITY* *POPULATION DENSITY* *RURAL/URBAN*
NCULTURATION	*SCHOOL* *RULES/LAWS* *POWER*	*SOCIAL SKILLS* *BEHAVIOR MODIFICATION* *PERCEPTION* *SELF-ACTUALIZATION* *VALUES* *MATURATION/LEARNING*	*CUSTOM* *LAWS* *POWER* *AUTHORITY* *CONTROL* *STATUS* *DISCRIMINATION*

KNOWLEDGE OBJECTIVES

LEVEL 10-12

CONCEPTS

continued	Anthropology	Economics	Geography
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.		*INDIVIDUAL INVENTOR VIS-A-VIS CORPORATE STATE*	*TECHNOLOGY MODERNIZATION*
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.	*EVOLUTION REVOLUTION AGRICULTURE DOMESTICATION TIME*	*EXCHANGE ECONOMY MARKET MARKET ECONOMY FREE ENTERPRISE*	*TECHNOLOGY- URBANIZATION MODERNIZATION*
4. Describes some ways ideas, customs, and inventions have been transmitted and spread from one people to another.	*CULTURE CONTACT CONQUEST MIGRATION TRADE*	*DISTRIBUTION - IMPORT EXPORT - TRADE*	*MIGRATION TRANSPORTATION COMMUNICATION DIFFUSION*
5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social life.			*TECHNOLOGY MODERNIZATION*
6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.	*ISOLATION CULTURAL LAG*	*SOCIO-ECONOMIC STRUCTURE INSTITUTIONS - GOVERNMENT PRIVATE ECONOMIC ADVANTAGE*	*TECHNOLOGY DIFFUSION PHYSICAL BARRIERS PHYSICAL FEATURES*
7. Describes and evaluates some of the effects of population density and growth on the way people live.			*CLIMATE; DENSITY SPATIAL DISTRIBUTION*
8. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and in other societies.		*DISTRIBUTION OUTPUT NECESSITY LUXURY*	*ENVIRONMENT - CITY TECHNOLOGY*
9. Gives examples of some effects on social institutions that may result from contact between cultures.	*CHANGE DIVERSITY*		*DIFFUSION TRANSMISSION RATE COMMUNICATION*

History	Political Science	Psychology	Sociology
"PROGRESS" *TECHNOLOGY* *ENCULTURATION*	*LEADERS* *INVENTION*		
INDUSTRIAL REVOLUTION *CONQUEST* *COLONIZATION* *"PROGRESS"*	*REVOLUTION*		*MATERIAL/NON-MATERIAL CULTURE* *CULTURAL BORROWING*
COMMUNICATION-REVOLUTION *COLONIZATION* *MIGRATION/IMMIGRATION*	*COMMUNICATION* *IMPERIALISM* *TRADE* *COOPERATION*		*COMMUNICATION* *MOBILITY* *SOCIAL INTERACTION* *SOCIAL MOVEMENT*
INDUSTRIAL REVOLUTION *INVENTION*		*SCIENTIFIC METHODS*	*SCIENTIFIC METHODS*
CUSTOMS/TRADITIONS *INSTITUTIONS* *RULES/LAWS*	*AGENTS OF SOCIAL CHANGE*	*INTELLIGENCE* *BEHAVIOR MODIFICATION* *ADAPTATION*	*CONFORMITY* *SOCIAL DISORGANIZATION*
URBANIZATION *INTERDEPENDENCE*			*PRIMARY GROUP* *SECONDARY GROUP* *SPECIALIZATION*
FREE ENTERPRISE *WELFARE* *CONSERVATION*			
CHANGE *TOLERANCE* *INSTITUTIONS* *COOPERATION* *"PROGRESS"* *ENCULTURATION*			*CULTURAL DIFFUSION* *DIVERSITY* *CONFLICT*

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

CONCEPTS

	Anthropology	Economics	Geography	
10. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture.				CU TR CU MI DI
C. Acquires knowledge about the relationship between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.				
1. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional patterns in the world.	*ENVIRONMENT* *INTERDEPENDENCE*	*RESOURCES--RAW MATERIAL* *CAPITAL* *MARKETS*	*PHYSICAL FEATURES* *REGIONS* *CLIMATE* *MAPS* *PROJECTIONS* *OCEAN CURRENTS*	
2. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.	*ADAPTATION* *CULTURE CONTACT* *CULTURAL DIFFUSION*	*PRODUCTION* *INDUSTRIALIZATION* *SPECIALIZATION*	*LAND USE PATTERN* *URBANIZATION* *SPATIAL INTERACTION* *AREAL ASSOCIATION*	PR
3. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.		*INDUSTRIALIZATION* *SPECIALIZATION* *EXCHANGE--TRADE* *INCOME DISTRIBUTION*	*TECHNOLOGY* *URBANIZATION* *COMMUNICATION* *TRADE* *LAND USE PATTERNS*	PO CO
4. Explains and evaluates ways in which natural resources have been allocated, utilized, and conserved in the community, regions, the nation and in other societies.	*MATERIAL CULTURE* *AGRICULTURE* *DOMESTICATION*		*LAND USE PATTERN* *MODERNIZATION* *AREAL ASSOCIATION* *TECHNOLOGY*	CO FR CA

History	Political Science	Psychology	Sociology
STOMS *ADITIONS* *LTURE* *GRATION/IMMIGRATION* *FFUSION*			*SOCIAL INTERACTION*
OGRESS		*ENVIRONMENTAL FACTORS* *VALUES*	
LLUTION *NSERVATION*		*PRODUCTION - CONTROL*	
NSERVATION *EE ENTERPRISE* *PITALISM*			

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

CONCEPTS

	Anthropology	Economics	Geography
D. Acquires knowledge about decision-making processes.			
1. Gives examples of some decisions made at home, in school, in peer groups, or at work which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior.	*SANCTIONS ROLES NORMS*		
2. Identifies decisions made about the production and distribution of goods in community, state, nations, and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	*SPECIALIZATION DIVISION OF LABOR*	*PRODUCTION DISTRIBUTION; EXCHANGE; FREE ENTERPRISE SYSTEM; DIVISION OF LABOR; MARKET OUTPUT; SUPPLY-DEMAND; OWNERSHIP; BUYING; SELLING.*	
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects on these decisions.		*DISTRIBUTION; SUPPLY/DEMAND CONTROLS; TARIFFS; SUBSIDY/TAX; LAISSE-FAIRE MONOPOLY.*	
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental action on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.		*CONTROLS SUBSIDY TAXES PATENT COPYRIGHT LIVING STANDARD MONOPOLY*	
5. Demonstrates knowledge of the reasons for rules and laws within a society.	*SANCTIONS AUTHORITY*		

History	Political Science	Psychology	Sociology
RULES *LEADERSHIP*	*DECISION-MAKING* *LEADERS*		
TRADE *INTERDEPENDENCE* *COOPERATION*	*TRADE* *COOPERATION*	*TESTS/MEASUREMENTS* *PREDICTION - CONTROL*	
INSTITUTIONS *WELFARE*	*DECISION-MAKING*		*VALUES* *INTERDEPENDENCE*
	LOBBIES *INFLUENCE* *CONSUMER ORGANIZA-TIONS*		*HUMAN* *ECOLOGY*
RULES *LAW* *CUSTOMS* *TRADITIONS*	*ANARCHY* *RULES* *LAWS*		*NORMS* *SANCTIONS*

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

CONCEPTS

	Anthropology	Economics	Geography	
6. Describes some of the reasons why people form governments.	*CULTURE CONTACT LEADERSHIP*			*GOV RIG*
7. Identifies the structure and function of government within their school and community.	*RULES AUTHORITY SANCTIONS*			*GOV CUS TRA*
8. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making.				*RIG CON*
9. Explains the formal and informal relationships among the branches of the federal government and analyzes the importance of these relationships in decision-making.				*DEC*
10. Identifies the changing relationships in the division of power between local, state and national governments and analyzes some effects these relationships have on the decision-making process.				*FED*
11. Identifies specific interests of some of the major economic, social, and political organizations in the United States and describes some influences these groups have on the decision-making process.		*U.S. TREASURY FEDERAL RESERVE SYSTEM; CONGRESS; FDIC; COUNCIL OF ECONOMIC ADVISORS DEPT. OF LABOR*		*INT*
12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made.				*IN LA*

History	Political Science	Psychology	Sociology
ERNMENT *HTS*	*GOVERNMENT* *INTERDEPENDENCE* *DEFENSE* *SOVEREIGNTY* *REPRESENTATION*		*SOCIAL ORDER*
ERNMENT *TOMS* *DITIONS*			
HTS *STITUTION*	*RIGHTS* *DUE PROCESS* *SUFFRAGE*		
OCRACY	*CHECKS/BALANCES* *COMMITTEE ETHICS* *POLITICAL PARTIES*		
DERALISM	*FEDERALISM* *POWER*		
TEREST GROUPS	*LOBBIES* *INFLUENCE/POWER* *CLASS STRUCTURE*		
TEREST GROUPS *N*	*DECISION-MAKING* *POWER/INFLUENCE* *COOPERATION* *REPRESENTATION* *SUFFRAGE*		

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

CONCEPTS

	Anthropology	Economics	Geography
13. Identifies situations (e.g., home, school, peer groups, community, national, international) where individual or group participation in decision-making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.			
14. Identifies and explains factors affecting political decision-making by elected officials.			
15. Identifies some factors (e.g., lack or distortion of data, no clear cause and effect relationship, impact of time, conflict of values) that make political and economic decision-making processes difficult and uncertain.		*INFLATION DEPRESSION DEFLATION GROWTH RECESSION*	
16. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems.		*FREE ENTERPRISE SYSTEM SOCIALISM CAPITALISM FACISM*	
17. Identifies major facts which have contributed to the economic and political development of a particular country; explains how some of these factors have influenced the decision-making process.		*RESOURCES; SKILLS; CAPITAL; LABOR; SCARCITY; NEEDS/WANTS; SOCIALISM; CAPITALISM.*	

History	Political Science	Psychology	Sociology
INSTITUTIONS *CUSTOMS* *TRADITIONS*	*CORRUPTION* *COMMUNICATION* *POWER* *REPRESENTATION*	*MULTIPLE CAUSATION* *ALTERNATIVE RESPONSE*	
TIME *DECISION-MAKING* *DATA*	*COMPROMISE* *OBLIGATION* *LOBBIES; ETHICS* *CONSTITUENTS* *SOCIO-ECONOMIC STRUCTURE*		
DATA *TIME*	*COMMUNICATION* *CONFLICT* *INFORMATION* *TIME* *SOCIO-ECONOMIC STRUCTURE*		
IDEOLOGY *GOVERNMENT*	*TOTALITARIANISM* *DEMOCRACY; POLITICAL SYSTEMS; RIGHTS; FREEDOM; ECONOMIC SYSTEMS; IDEOLOGY; RESPONSIBILITIES*		
NATURAL RESOURCES *DIFFUSION* *COMPROMISE*	*CHANGE* *INTERDEPENDENCE* *INDUSTRIAL* *POST-INDUSTRIAL STATE*		

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

	CONCEPTS		
	Anthropology	Economics	Geography
18. Identifies and explains some of the political and economic interactions among nations.		*IMPORT-EXPORT; CUSTOMS; TRADE; TRANSPORTATION; BALANCE OF TRADE*	
19. Identifies some systems that various nations have developed to involve the general population in decision-making and describes how these systems have evolved over time.		*SOCIALISM CAPITALISM COMMUNISM*	
20. Explains how an analysis of the political and economic decision-making processes employed in the past can help in making decisions about the future.			
E. Acquires knowledge about conflict and the impact it has on individual and group relationships and makes value judgments about these relationships.			
1. Identifies potential sources of conflict in groups (e.g., family, peer, school, community, national and international).			
2. Identifies specific situations in the community, national and international areas where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.			

History	Political Science	Psychology	Sociology
WAR/CONFLICT; ALLIANCES; TRADE; COLONIZATION; IMPERIALISM; COMPROMISE; COOPERATION *POLITICAL PARTIES TRADITION INFLUENCE*	*CONFLICT/WAR DEFENSE; COOPERATION ALLIANCES DIPLOMACY BOUNDARIES* *DEMOCRACY POLITICAL SYSTEMS CHANGE PROPAGANDA REPRESENTATION*		
HISTORY CHANGE ROLE POLITICAL PARTIES	*CHANGE THEORY PROPAGANDA*		
CONFLICT	*CONFLICT LOBBIES IDEOLOGIES POWER SOCIO-ECONOMIC STRUCTURE*	*SELF-ESTEEM DEVIANT BEHAVIOR PERSONALITY SOCIAL CODES INSTINCT*	
CONFLICT/WAR SELF-INTEREST POWER ETHNOCENTRISM CUSTOMS TRADITIONS	*POWER IDEOLOGIES WAR; COOPERATION ALLIANCES; RIGHTS COMPETITION IMPERIALISM NATIONALISM REVOLUTION*		

KNOWLEDGE OBJECTIVES

LEVEL 10-12

CONCEPTS

continued

	Anthropology	Economics	Geography	
3. Identifies ways people react to conflict in family, peer, school, community, national and international situations and evaluates those reactions.				NA PO AF SU AD CO
4. Identifies ways conflict has been handled in family, peer, school, community, national, and international situations and evaluates the methods used in handling such conflict.				SU AF WA CC RE CC
5. Explains how conflict may affect relationships between individuals and between groups of people.				AD
6. Suggests constructive ways of handling conflict situations.				CC CC
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.				
1. Identifies objects, feelings and ideas important to people in different places and at different times and explains why some things are valued more in some places and times than in others.				RE SI PE UI
2. Describes ways people express their feelings and preferences for objects and ideas.				RE SI PE

History	Political Science	Psychology	Sociology
TIONALISM WER PEASEMENT BMISSION LIANCES OPERATION	WAR COOPERATION ALLIANCES APATHY NATIONALISM ETHNOCENTRISM		
BMISSION PEASEMENT R OPERATION VOLUTION MPROMISE	POWER DIPLOMACY DUE PROCESS		
LIANCES	CHANGE LEADERSHIP		
OPERATION MPROMISE	DECISION-MAKING CONFLICT MANAGEMENT	MATURATION LEARNING	
GIONALISM CTIONALISM OVINCIALISM RBANIZATION	IDEOLOGIES SOCIETY RELIGION		
GIONALISM CTIONALISM OVINCIALISM	RULES/LAW COMMUNICATION CONSUMER ACTION POLITICAL DEMONSTRATION GRIEVANCE	STIMULUS/RESPONSE SENSES EMOTION	

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

CONCEPTS

	Anthropology	Economics	Geography	
3. Infers beliefs, values, and life-styles from information about the times and places in which people live.				AG IN UR
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.				
1. Compares and contrasts the ways beliefs and values are transmitted in another society.			*DIFFUSION* *DISPERSION* *AREAL ASSOCIATION* *RATE - TIME*	PR MI SO
2. Describes ways beliefs and values are transmitted between cultures.			*INTERACTION* *CHANGE*	AG IN UR
H. Acquires knowledge about some of the influences beliefs and values have on relationships between people.				
1. Gives examples of influences of beliefs and values of members of one's own family or peer group and explains some of the possible effects of these influences.				AG NU TI EV
2. Compares and contrasts the beliefs and values of two groups of people and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.				AG UR PO

	Political Science	Psychology	Sociology
	TRADITION *COOPERATION* *COMMUNICATION* *DECISION-MAKING*	*INDIVIDUALITY* *BEHAVIOR*	
	TRADE *PROPAGANDA* *COMMUNICATION*		
STATE	*IDEOLOGIES* *RELIGION* *SOCIAL-ECONOMIC STRUCTURE*		

KNOWLEDGE OBJECTIVES

LEVEL 10-12

continued

CONCEPTS

	Anthropology	Economics	Geography
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.			

History	Political Science	Psychology	Sociology
CTIONALISM *GIONALISM* *ROVINCIALISM*	*IDEOLOGIES* *TOTALITARIANISM* *DEMOCRACY* *RELIGION* *SOCIO-ECONOMIC STRUCTURE*		

SKILL & PROCESS OBJECTIVES

LEVEL 10-12

10 11 12

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

1. Clarifies vague and ambiguous terminology.
2. Distinguishes among definitional, value, and factual issues in a dispute.

B. Applies divergent thinking for formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on a subject, reference works, maps, magazines, newspapers, fiction, radio, television interviews, surveys, experiments, statistical data, case studies, systematic observation, personal experiences, artistic representations, fiction).
2. Distinguishes between relevant and irrelevant sources.
3. Distinguishes between reliable and unreliable sources.

SKILL & PROCESS OBJECTIVES

LEVEL 10-12

continued

	10	11	12
D. Demonstrates ability to use reliable sources of information.			
1. Uses more than one source to obtain information.	←		→
2. Develops questions appropriate for obtaining information from sources.	←		→
3. Record observations and information obtained from sources.	←		→
4. Identifies points of agreement and disagreement among the sources.	←		→
5. Evaluates the quality of the available information.	←		→
E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.			
1. Identifies central elements in information.	←		→
2. Classifies information	←		→
3. Distinguishes statements of fact from statements of opinion.	←		→
4. Distinguishes statements of inference from statements of fact.	←		→
5. Identifies stated opinions, biases and value judgments.	←		→
6. Differentiates between points of view.	←		→
7. Recognizes logical errors.	←		→
8. Recognizes inadequacies or omissions in information.	←		→
9. Makes inferences from date.	←		→
10. Identifies cause and effect relationships.	←		→
11. Recognizes interrelationships among concepts.	←		→
12. Identifies nature of sample.	←		→
13. Identifies stated and unstated assumptions.	←		→
14. Summarizes information.	←		→

SKILL & PROCESS OBJECTIVES

LEVEL 10-12

continued

	10	11	12
F. Uses summarized information to test hypothesis, draw conclusions, offer solutions to problems, clarify issues, or make predictions.	◆———	———	———◆
G. Validates outcome of investigation.			
1. Tests solutions to problem or issue when possible.	◆———	———	———◆
2. Modifies solutions in light of new factors or considerations.	◆———	———	———◆
3. Analyzes trends and modifies predictions when necessary.	◆———	———	———◆
H. Appraises judgments and values that are involved in the choice of a course of action.			
1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.	◆———	———	———◆
2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.	◆———	———	———◆
3. Applies the established criteria to actual and projected consequences of a proposed course of action.	◆———	———	———◆
4. Selects and defends a position or course of action consistent with the established criteria.	◆———	———	———◆

AFFECTIVE OBJECTIVES

LEVEL 10 - 12

	10	11	12
	Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive self-concept.		
A. Expresses awareness of the characteristics that give one identity.			
1. Identifies the characteristics of the individuals, groups, institutions, or associations with which one identifies. 2. Identifies the characteristics of the groups, institutions or associations with which one identifies. 3. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies	←	—	→
B. Expresses awareness of one's goals (aspiration), the goals of the groups with which one identifies and correlates those goals.			
1. Identifies one's own goals. 2. Identifies the goals of the individuals, groups, institutions or associations with which one identifies.	←	—	→

AFFECTIVE OBJECTIVES

LEVEL 10 - 12

continued

	10	11	12
C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.			
1. Identifies one's strengths. 2. Identifies the strengths of the groups, institutions and associations with which one identifies. 3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies. 4. Recognizes the societal barriers to full development that may exist. 5. Suggests ways of maximizing one's effectiveness.	◄	———	►
D. Examines own beliefs and values and the relationship between these and behavior.			
1. Describes and explains own feelings and preferences about people, beliefs and ways of life. 2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life. 3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people and for judgment of own beliefs and actions. 4. Demonstrates a growing awareness of responsibility for his own behavior. 5. Demonstrates awareness of one's own acts and of how they affect others.	◄	———	►

AFFECTIVE OBJECTIVES

LEVEL 10 - 12

continued

	10	11	12
6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others. 7. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups. 8. Identifies alternative responses to a dilemma situation, considers the possible consequences of those responses and selects and defends a position.			
E. Develops the human relations skills and attitudes to communicate and interact with others.			
1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics when presented with such opportunities. 2. Respects the rights of others to behave in humanistic ways congruent with their value systems. 3. Encourage others to express their feelings and opinions. 4. Demonstrates understanding of others' viewpoints and feelings.			
F. Expresses awareness of the physical, intellectual and social conditions of human beings and suggests ways these can be improved.			
1. Expresses an interest in the physical, intellectual and social conditions of human beings.			

AFFECTIVE OBJECTIVES

LEVEL 10 - 12

continued

	10	11	12
2. Suggests ways society can help improve the condition of human beings. 3. Suggests ways one can personally and practically help in improving the conditions of human beings.			
G. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.			
1. Demonstrates respect for the moral and legal rights and basic freedoms of other people and indicates why such respect is important. 2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly. 3. Demonstrates an interest or willingness to act in supporting open and equal opportunity and explains why this is important. 4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.			
H. Demonstrates effective involvement in social interaction.			
1. Participates in making decisions at home, in school, in peer groups or at work. 2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs. 3. Participates in social, political and economic activities carried on in own community.			

AFFECTIVE OBJECTIVES

LEVEL 10 - 12

continued

	10	11	12
4. Participates individually or with others in removing legal, social, educational and economic obstacles to the full development of individuals or groups.			
I. Is developing a positive feeling about one's self.	◄	—	►